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ABSTRACT

The Georgia Governor's Honors Program (GHP), an intense 8-week summer program for academically and artistically gifted incoming high school juniors and seniors, was evaluated. Areas of the program investigated were: (1) nature and effectiveness of the instructional experiences, (2) post-program behavior for both faculty and students, which were judged related to the summer experience, and (3) personality and life-history characteristics of attendees. Four major types of evaluation studies were undertaken: Context Evaluation, Input Evaluation, Process Evaluation, and Product Evaluation. The bulk of the report discusses the four evaluation studies. The 21 conclusions reached as a result of the studies are provided. In general, it is believed that the general thrust of the program has successfully aimed at providing an enriching experience for talented adolescents. It is felt, however, that the program has been less successful in (1) providing innovative impetus toward the local development of methods and materials for the gifted, (2) offering a training ground for prospective teachers and counselors of the gifted, and (3) undertaking a meaningful and continuous program of relevant research. Staff recommendations concerning student selection and the program and student program recommendations, comments and suggestions are provided. Fifty tables provide the evaluation data and instructional objectives. In addition, there are 11 appendixes to the report. (For related documents, see TM 002 392-399.) (DB)

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EVALUATION OF THE GEORGIA GOVERNOR'S HONORS PROGRAM

University of Georgia

October 1972

ED 073145

EVALUATION OF THE STATE OF GEORGIA'S GOVERNOR'S HONORS PROGRAM

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David A. Payne
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CHAPTER 1

INTRODUCTION AND OVERVIEW OF THE EVALUATION PROJECT

Purpose of this Evaluation Study

Data derived from the evaluation of educational programs for exceptional children have received relatively little consideration in the literature. Nowhere is the plea for new data more plaintive than in the area of evaluating the experiences of the estimated 1.5 to 2.5 million gifted and talented elementary and secondary school students. Existing services for the gifted serve only a small percentage of this number, yet research has shown that services for the gifted can and do produce significant outcomes (Marland, 1972). In order for programs and services of consistently high standards to be implemented and maintained, honest evaluation using existing as well as new methodologies is necessary.

It was the general intent of the present evaluation effort to provide data hopefully useful in making decisions regarding various aspects of the Georgia Governor's Honors Program (GHP). This intense eight week summer experience is aimed at providing stimulating experiences for academically and artistically talented and gifted incoming high school juniors and seniors. It was intended that the data collected would have implications for selection, curriculum, development, counseling, and future research and evaluation efforts. Areas of the program investigated include (1) nature and effectiveness of the instructional experiences, (2) post-program behavior for both faculty and students which were judged related to the summer experience, and (3) personality and life history characteristics of attendees.

GENERAL EVALUATION STRATEGY

It is almost a trueism that optimally effective educational program operation is intimately related to evaluation. Evaluation data can be used for planning, programming and implementing decision-making. Although the usefulness of evaluation data with students has long been acknowledged, the application of such information in assisting administration of educational programs toward rational decision-making is really only now being realized. Historically, evaluation methodologies have been applied at the end of a program or sequence of experiences. More recent evaluation theory suggests that the use of assessment during the development of a program is perhaps the most opportune time to evaluate. The purpose of evaluation not being to prove but to improve. The key being feedback of data aimed at revision or modification of the program as it evolves. This general philosophy served as the major assumption in the present evaluation effort. The chief method being description.

In order for comprehensive study, four major types of evaluation studies were undertaken (Stufflebeam, et. al. 1971). The names of these evaluation categories, together with brief descriptions are as follows:

CONTEXT EVALUATION: Evaluation undertaken during program planning aimed at defining need and the situation. Efforts in this area lead to specification of goals and objectives. A major mode in context evaluation is the specification of congruence between intended and actual operation. Collection of a relevant data base is essential.

INPUT EVALUATION: Evaluation aimed at identifying and assessing the capabilities of the prepared program and resources. In the present setting inputs in the form of characterizations of students and the instructional staff were evaluated.

PROCESS EVALUATION: As used here process evaluation refers to a description of what goes on within the program. The overall strategy is to identify and monitor on a continuous basis various elements of the program operations.

PRODUCT EVALUATION: Here the general and specific outcomes are assessed. Data related to the degree to which context objectives have been met are presented. Focus in their effort is primarily on changes in students during their summer experience.

Data collection, analyses and reporting activities will be organized around these four major categories.

METHODOLOGICAL CONSIDERATIONS

Several factors related to practical considerations, time, and financial constraints imposed certain dimensions on the evaluation design.

1. In order to derive maximum meaning from the available subjects it was decided to complete many of the analyses separately by gifted groups. In other words the evaluators in many instances were searching for differences among the eight gifted groups of adolescents in Art, Drama, English, Foreign Language, Math, Music, Science, and Social Science. In addition some analyses were completed by grouping Art, Drama, and Music into an "artistically talented" cluster, and the remaining five groups into an "academically talented" cluster.
2. The variations in sample size by area needs to be considered in evaluating the data. Responses to all data gathering instruments were not available for all individuals due to such factors as absence, mis-coding, poor test-taking attitude, etc.
3. It was communicated to both faculty and students that all data would be kept confidential. It was felt gathering much of the data anonymously

would increase the validity of the responses.

5. Ratings scales were used liberally throughout the study. Such a method of data collection is subject to errors, particularly errors of leniency and halo (Guilford, 1954, p.278-79). Practical consideration necessitated the use of this method of collecting information.

CHAPTER 2

CONTEXT EVALUATION

Purposes, Goals and Objectives of Governor's Honors Program

Context evaluation was described in the first chapter as being generally concerned with answering questions related to what forces and needs have given rise to the program, and the general and specific directions the program intends to take. A logical starting point then, with regard to describing the GHP context would be the statement from the enabling legislation which provided for the initiation of the program. This statement from the Minimum Foundation Program of Education Act (Act No. 523-S.B. 180 - Section 51) reads as follows:

> "The State Board of Education is hereby authorized to inaugurate a student honors program for pupils in the public high schools of this State who have manifested exceptional abilities, unique potentials or who have made exceptional academic achievements. Such programs may be conducted during summer months between normal school year terms at institutions of higher learning or other appropriate centers within this State with facilities adequate to provide challenging opportunities for advanced study and accomplishments by such students. The student honors program shall be implemented and operated in accordance with criteria to be established by the State Board, and operating and pupil costs and expenses may be paid by the State Department of Education from funds made available for this purpose by the State Board. The State Board is authorized to enter into cooperative agreements with the Board of Regents for operating and sharing the costs of such programs."

Following this admonition, a summer enrichment program for the gifted was established with with the following four general purposes.

The Four General Purposes of the Governor's Honors Program (1964)

1. To provide secondary pupils who have manifested exceptional abilities, unique potentials, and who have made exceptional academic achievement with challenging enriched, and accelerated educational opportunities not usually available during the regular school year. Experiences provided should help students obtain the

self-realization and vocational fulfillment needed for them to become self-directed individuals who can return to society accomplishments which reflect their exceptional abilities and unique potentials.

2. To search out, develop, and demonstrate instructional methods and materials which will help to stimulate local public school officials to provide instructional programs at the local level which in addition to recognizing academic excellence, stimulate and challenge the unique abilities of students with unusual intellectual potential.

3. To offer prospective teachers and counselors of secondary students having exceptional abilities and unique potential and administrators a training program which will aid them in providing differentiated educational experiences for these students during the regular school year. Experiences for teachers and counselors should include:

   A. Study in the nature and needs of individuals with exceptional abilities and unique potentials (gifted);

   B. Observation of instructional methods found to be profitable with the gifted;

   C. Observation and study of gifted students;

   D. Preparation and selection of materials to be used for instructional purposes.

4. To conduct research studies designed to assist teachers, counselors, and other school personnel:

   A. In understanding the nature and needs of Georgia students with exceptional intellectual abilities and unique potentials;

   B. In understanding the nature of an instructional program for students with exceptional intellectual abilities and unique potentials;

The major thrust of the program is definitely toward the first general purpose. The focusing of GHP resources, both financial and personnel, has been in providing a unique set of educational experiences for adolescents manifesting unique potentials. The other three purposes have received considerably less consideration.

General Objectives for 1972 Governor's Honors Program

Dr. Claude M. Ivie (Division of Elementary and Secondary Education, Georgia State Department of Education) and his staff have provided a list of objectives which describe a general framework for the GHP. It was intended that the following

objectives should guide the GHP during its 1972 implementation:

1. A historical profile of students enrolled in the program from 1964 to present date will be developed.

2. The persistent positive and negative characteristics of the intellectually gifted and artistically talented will be identified to assist schools of the state in proper identification of such students.

3. Students chosen for the program are intellectually gifted and artistically talented.

4. Learning experiences not normally available during the regular school year will be provided participating students.

5. The great democratic values, ideas of freedom, respect for the individual, and the development of intelligence will be examined on intellectual and emotional levels not possible in conventional teaching situations.

6. Instructional materials of abstract and difficult levels not usually available during the regular school year will be used.

7. Precepts and concepts of group participation will be introduced and used.

8. Student will study in depth in a field of his own choosing.

9. Informal and formal associations with those of like ability and interests will provide encounters of deep joy and/or emotional shock for students.

10. Learning in and of itself is sufficient to provide the necessary motivation.

11. The integrative relationship of all learning will be carefully emphasized by an interdisciplinary approach.

12. Flexibility in the scheduling of students for the teaching learning process will be demonstrated.

13. Through the major areas and the interest areas of instruction ideas, concepts, and activities which are not usually available in the typical high school in the state will be introduced.

14. Instructional units designed specifically for use with intellectually gifted and artistically talented students will be developed and shared with school personnel in the state.

15. Students will be given specific guidance in order to better understand their own abilities and future possibilities for them.

16. Unusual field trips, cultural activities, and contact with gifted and talented adults not normally available during the regular school program will be made available to students.

17. Through participation in physical activities not usually available or possible during the regular school year, students will develop greater physical readiness.

18. A staff of teachers with broad abilities and competencies both directional and non-directional who can and will guide student learning activities and experiences both formally and informally will be employed.

19. Teachers and other school personnel throughout the state will be invited to observe the teaching techniques used with students.

20. Students will develop ways and means for evaluating their own progress.

21. Instructional content, practices, and materials have been changed in the schools of Georgia.

Congruence of GHP Instructional Objectives and Student Personal Goals

The instructional setting of GHP is significantly influenced by objectives pursued by staff and participants. At the outset of the program each group of instructors in the eight nomination areas was requested to submit to the evaluation staff a list of primary instructional goals or objectives. These objectives are summarized in Tables 1 through 8. The number of objectives ranged from 9 in Math, Music, and Science to 20 in Art and Drama.

Compatability of these program objectives with the personal expectations of the participants was considered a significant source of data for context evaluation. Students by area of nomination were therefore asked at approximately the one-week mark in the program to rate on a four point scale (4 = complete congruence, 3 = moderate congruence, 2 - slight congruence, and 1 = not congruent) the degree to which each objective was congruent with their personal goal in attending GHP. A summary of these ratings is presented in Table 9. It can be seen that in general a high degree of congruence was evident. In addition it was found that less than 3% of any of the objectives were found by any student to be irrelevant. With compatability ratings ranging from a low of 3.18 (on a four point scale) for Science to a high of 3.56 for Drama, it can be concluded that the staff did an excellent job of anticipating the needs of the students.

TABLE 1

Instructional Objectives for VISUAL ARTS

1. To think and see discriminately, to make value judgements and to verbalize freely about these judgements and ideas.
2. To pursue curiosity, to experiment with new and old ideas, by exploring ways of producing art.
3. To gain an insight into the relationship of art to other creative areas and into the chronological development of art.
4. To evaluate his own artistic growth.
5. To explore methods of visual problem solving.
6. To acquire an in-depth understanding in at least one area of study.
7. To gain a working knowledge of design principles.
8. To learn the proper use and care of tools and materials.
9. To gain an understanding into the creative process.
10. To discover the weaknesses in his visual expression and to find ways of raising the level of his work.
11. To analyze, criticize and evaluate his own work and the work of others.
12. To relate visual art to human existence and to discover himself through artistic expression.
13. To learn to manipulate materials with concern for good craftsmanship.
14. To increase fluency of ideas and ways of expressing them visually.
15. To investigate resources independently.
16. To design and conduct an independent study in at least one area of the visual arts.
17. To develop independence in problem solving through research, exploration of media, practice of skills and techniques in order to carry a work of art through the processes of development from its conception to its exhibition.
18. To acquire a broad use of artistic terminology.
19. To acquire self-discipline and a level of commitment necessary to become a successful artist.
20. To begin to develop a working pattern suitable to his own nature.

TABLE 2

Instructional Objectives for DRAMA

1. Increased sensory awareness.
2. Discovery of internal resources.
3. Extension of internal resources into believable action.
4. Improved self awareness.
5. Greater freedom from tension in purposeful self expression.
6. Disciplined play of imagination.
7. Disciplined use of emotion.
8. Increased variety in vocal pitch, rate, quality, and volume.
9. Communication through controlled use of voice.
10. Communication through use of coordinated physical involvement.
11. Amalgamation of the acting process with the creation of a role.
12. Discovery of improvisation as an important tool in the development of believable performance.
13. Development of performance techniques.
14. Creative involvement in the interpretation of dramatic literature.
15. Recognition of the relationship between the playwright's plot and his major argument or theme.
16. Discovery of the relationship between the individual and the theatre.
17. Discovery of the basic relationship between the theatre and the world in which we live.
18. Discovery of theatre as an art experience.
19. Increased awareness of the technical aspects of theatre production.
20. The improved critical perception of theatre art and related media.

TABLE 3

Instructional Objectives for ENGLISH

1. Initiation of the study of literature with selections of types high in interest and of acknowledged worth.

2. Realization of the ability to evaluate literature as an art through extensive and intensive examination of ideas, style, structure, and logic used by the author.

3. Encouragement of creative writing.

4. Synthesis of the problems of philosophy and literature as the basic intellectual problems of mankind by dealing with such questions as what exists, what can be known, and what is important?

5. Movement toward the realization that aware perception is fundamental to coping staisfactorily with and improving the conditions of life.

6. Realization that even the most sensitive perception is chaotic without some organized synthesis of the perception.

7. Realization that careful communication - the sharing of organized perception and the meaning derived from it - is important, almost certainly essential, for separate individuals and within any social context.

8. Realization that careful communication is dependent upon both sender and receiver, speaker and listener, writer and reader knowing the convention on the language being used.

9. Realization that logical approaches to problems are important, almost certainly essential, if their resolution is to progress quickly enough, admitting, however, that non-logical thought processes are also important.

10. Provision of some experience in sharpening awareness, in organizing and synthesizing perceptions, in interpreting the synthesis, and in communicating the resultant understanding.

TABLE 4

Instructional Objectives for FOREIGN LANGUAGE

1. Increase speaking ability of students.
2. Increase listening comprehension.
3. Enlarge vocabulary.
4. Improve pronunciation and fluency.
5. Investigate contemporary Spanish, French culture.
6. Have overview of development of Spanish, French civilization.
7. Acquaint students with non-verbal communication and customs.
8. Consider art, music, dance of Spain, Latin America and France.
9. Tie in studies in other areas with studies in the language (drama, politics, literature, etc.).
10. Develop in students more self-direction and responsibility in foreign language studies.
11. Encourage creative activities in the language, such as skits, dramatizations, TV commercials, etc.

TABLE 5

Instructional Objectives for MATHEMATICS

1. To view mathematics with a broader perspective.
2. To examine his concepts and express his own ideas.
3. To organize his thinking in a more logical fashion.
4. To think more creatively.
5. To pursue mathematical topics of interest to him.
6. To discover relationships of mathematics and other disciplines.
7. To realize the contribution of mathematics to our culture.
8. To understand the changing role of mathematics.
9. To explore vocational opportunities in mathematics related fields.

TABLE 6

Instructional Objectives for MUSIC

1. To provide experiences that lead to the development of the total musician (performer, composer, listener).
2. To perform music including a variety of styles and periods and allowing for a variety of performing media.
3. To discover and comprehend musical forms through performing, listening, composition, and analysis.
4. To experience composing, arranging, and improvisation in music.
5. To acquire knowledge of the identifying characteristics of each major period in music history.
6. To improve sight-singing and sight-reading abilities of each student.
7. To encourage individual endeavor in building proficiency in one's major area of instrument.
8. To provide opportunities for areas of study not normally offered in public school education such as conducting, electronic music, etc.
9. To provide experiences that will lead to a concept of the basic elements of music (melody, harmony, rhythm, tone, form).

TABLE 7

Instructional Objectives for SCIENCE

1. Effectively plan an experiment.
2. Execute his plan.
3. Interpret and analyze the data.
4. Draw conclusions from the analysis.
5. Make generalizations based on the data.
6. Report findings in an acceptable fashion.
7. Gain skills in reviewing the literature.
8. Consider the relationship of science and society.
9. Gain skills in individualized work and obtain self-confidence.

TABLE 8

Instructional Objectives for SOCIAL SCIENCE

1. Students will learn to apply research techniques using all available media (resource people, simulation games, published materials, audio-visual materials, social and govermental agencies).

2. Students will analyze a complex social science problem through independent study.

3. Students will learn to judge and organize his facts.

4. Students will learn to put together elements and parts to form structure so that it can be communicated to others.

5. Students will be free to use their creative abilities to share their knowledge gained through independent study.

6. Students will design their own self-evaluation instrument to measure their success or failure to achieve their own established goals.

7. Students will learn to evaluate information critically through abstractions and concrete situations; they will develop a tolerance for risk-taking and change.

8. Students will explore and learn to critique materials which show the growth of man from a savage state to modern civilization; these materials will emphasize the dignity of man.

9. Students will participate in decision-making activities.

10. Students will be encouraged to develop an attitude which accepts and respects many diverse opinions.

11. Students will be free from the usual self-contained, teacher-centered whole group structured learning environment; they will be restricted only by their own limitations.

Table 9 Summary of Ratings of Congruence Between GHP Area Objectives and Student's Personal Goals

Area	Group Size	Number of Objectives Rated	Mean Rating of Congruence*
Art	39	20	3.39
Drama	26	20	3.56
English	65	10	3.30
Foreign Language	30	11	3.30
Mathematics	60	9	3.24
Music	63	9	3.44
Science	54	9	3.18
Social Studies	51	11	3.50

*Four point rating scale used 4 = complete congruence, 3 = moderately congruent, etc.

SELECTION OF STUDENT PROGRAM PARTICIPANTS

One way in which program objectives get operationalized is contained in the guidelines that are followed in selecting participants. One of the contributions that context evaluation can make is the description of what procedures were followed in identifying and processing student applications. Toward this end a representative of each nomination area was requested to submit to the evaluation staff an outline of the procedures followed in selecting students. Following a description of the general procedures employed in processing the GHP applications a description of the procedures followed in each area will be presented. Copies of the interview forms used by the committees for the various areas can be found in Appendix A. These forms also contain descriptions of the selection criteria. Recommendations for changes in selection procedures are included in Chapter 6.

General Procedure

Students participating in the 1972 Georgia Governor's Honors Program, an intense eight-week summer program for the academically and artistically gifted and talented, were highly select incoming high school juniors and seniors. These were identified from all the public and private schools in Georgia by various measures of achievement and ability including an over-all grade average of at least B, by high achievement, aptitude, and interest in the specific area of nomination, and by nominations and recommendations from teachers.

In 1972 there were 188 public high schools and 97 private high schools in the State of Georgia. Each institution of learning was eligible to nominate 8 students, one student for each of the eight major areas in the

Governor's Honors Program. The school systems with a large student population were eligible to nominate 2 students in each major area.

Three thousand one hundred and eighty students were initially nominated for the program. Three thousand one hundred and thirteen students took the final screening test -- the Cognitive Abilities Test. A population of 1098 semi-finalists was identified on the basis of their CAT percentile ranks derived from national norms. Members of the artistically talented group (Art, Drama, and Music) were required to achieve at least a percentile rank of 50 on the verbal scale, and the academically talented (English, Foreign Language, Math, Science, and Social Science) a percentile rank of at least 94 on the verbal scale. The qualifications of each of the semi-finalists were then reviewed by an appropriate selection committee. All semi-finalists were interviewed. Four committees were employed. They were committees for (1) the combined academic areas of Math, Science (chemistry, physics, and biology), English, Foreign Language (French and Spanish), and Social Science; (2) Drama; (3) Music; and (4) Visual Arts. Each committee used both common and unique selection criteria. Four hundred finalists and a number of alternates were selected in the areas of Math, Science, English, Foreign Language, Social Science, Drama, Music, and Art.

Selecting ART Students

The following elements were included in the selection process.

(1) The committee was composed of teams of two with five teams working in Macon and seven in Atlanta.

(2) Selection of committee members was made by the Director of the Governor's Honors Program.

(3) Those serving on the committees were people involved in Art Education in Georgia.

(4) Each semi-finalist came for a personal interview bringing with him a portfolio of two and three dimensional works.

He was given a fifteen minute interview during which he displayed his work then reviewed by the interview committee. Each team member rated the student individually and the two scores were totaled. This gave the students final score with no weights on I.Q., grade average, or participation in activities. After all students had been interviewed, all forms were collected and stacked in sequence from the highest to the lowest total scores. The 41 students with the highest total scores were selected as finalists; the next 15 were selected as alternates. In case of a tie between the last finalist and the first alternate, the forms were reexamined. A decision was made in favor of the student who scored highest on the CAT, had highest grade average and whose teacher recommendation was strongest.

Selecting DRAMA Students

(1) The semi-finalists were sent audition instructions. Auditions were held in Atlanta and Macon. Candidates in the field of drama were asked by letters to prepare for the following: (a) present their letter of admission, and (b) prepare for a 15 minute interview to be divided approximately as follows: (Scene - 3 minutes memorized; Improvisation - 3 minutes; Discussion of the character portrayed in the scene of the monologue - 3 minutes; Interview - 3 minutes). The scene should be selected by the student and prepared prior to his interview. The student should prepare a scene from a play of merit and should plan to portray only one of the characters. In addition to presenting the scene, the student should be prepared to discuss the interpretation of the character portrayed.

(2) A team of two judges conducted each interview. The candidates handed a packet to the team of judges containing name, nomination number, I.Q., CAT scores, school system, transcript, nomination letter, and biographical data. The judges would look over the information in the packet and fill in the necessary information on the interview evaluation form.

(3) The interviews were conducted as informally as possible. The judges tried to make the candidates feel at ease during the interview so that the students could perform to the best of their abilities. The candidates were given the same improvisations so that a basic comparison between candidates could be established. If a candidate had difficulty doing one improvisation, they were given a second and sometimes a third improvisation. The improvisations revealed the candidates development of inner resources employed inthe disciplined play of imagination, controlled use of emotion, and the creative power required for effective role playing. The student was ranked on a scale from 0-10. The ranking is explained on the interview sheet.

The prepared scene revealed the candidate's use of his inner resources and the accumulation of his own experiences. Attention was given to the depth of characterization, to the student's speech, to his creative energies, and to the student's poise and stage movements. The prepared scene was ranked on a scale from 0-10.

The interview weighted values were arrived at by asking the candidate the following questions:

a. Why did you select the scene from _____?
b. Did you like the play?
c. What problems did you encounter in your effort to develop a convincing characterization?
d. What plays or movies have you seen? Did you like them?
e. What function does drama serve in society today?
f. Why would you like to participate in the Governor's Honors Program in Drama?
g. What do you think you could contribute to the program?
h. What things would you like to learn if you were accepted in drama?
i. What problems do you think you would encounter during the 8 week program?
j. Do you think you would be able to cope with these problems?
k. Would you like to ask the judges any questions about the program.
l. Would you like to tell the judges anything about yourself that perhaps the judges have overlooked.

When the candidate left the room after the interview, the judges filled out their own interview form. The total of both judges scores were averaged to arrive at the cumulative weighted scores. After every candidate had been interviewed and the top 27 candidates were selected from the cumulative weighted scores for participation in the Governor's Honors Program in drama.

Selecting ENGLISH Students

1. The selection committee for 1972 was composed of twelve educators who work on a secondary education level in language arts either in a teaching or a supervising capacity. Each year at least one member of the selection committee has taught in the Governor's Honors Program. Members of the committee were chosen by Miss Margaret Bynum and the State Department consultants.

2. The committee met for an orientation session. Orientation involved a review of characteristics of the gifted student and a full discussion of the ballot used to interview the students. Discussion of the ballot, rating scale, and comment section was to promote as much uniformity of interpretation as possible.

The committee used the following three areas as its guide: (a) Responses elicited from the student to bring out evidence of the points listed on the ballot, (b) sample of the student's creative writing. (Each student was asked to bring a piece of his writing to the interview.), (c) additional evidence classed as Comments which the interviewer observed.

3. All interviews were blind. No member of the committee received nomination forms prior to meeting the student. Each student was interviewed for fifteen to twenty minutes by two people. A longer interview frequently developed if the interviewer was not certain the student was given a fair chance to demonstrate his ability or if the interviewer was not able to establish a good flow of communication. Each student was interviewed by two committee members who rated the student separately. The two scores were averaged. The first sixty-eight students with the highest numerical score were finalists. The next fifteen students were rated as alternates, one-fifteen. Numerical scores also determined the alternate rank. In cases of tie scores, information from the Comment section of the ballot, creative writing sample, and nomination for was re-evaluated.

4. Evidences of interest, experience, seriousness of purpose, self-direction, etc., were considered the most vital section. The rising senior was usually selected over the rising junior when a tie occurred.

Selecting FOREIGN LANGUAGE Students

The following criterion questions were submitted by the selection committee as describing the essence of their selection deliberations.

1. Motivation (for summer study at GHP)
   - A. Does student know what GHP is?
   - B. Does student want to study during summer months?
   - C. Indications from teacher's recommendations that show self-motivation for study.
   - D. Indications from students statements that show motivation and desire to attend GHP.
   - E. Willingness to attend 3 1/2 hour class Monday through Saturday mornings in one subject.

2. Social Adaptability
   - A. Do recommendations from teacher show a willingness and ability to work well with others?
   - B. Has student achieved honors within his peer group based on intellect or personality?
   - C. In what outside activities (clubs, organizations) is student engaged?

D. Has student ever worked?
E. What kind of personality does the student have? (Positive attitude, thoughtful, sensitive to others, outgoing, etc.)

3. Ability to Handle Language
   A. How many years has the student studied the foreign language?
   B. Which text did he use? (This is an indication for vocabulary, grammar studied.)
   C. How much oral work was done in class?
   D. Can the student answer simple, direct questions in the foreign language?
   E. Can the student talk in the language about a given situation? (Based on his language experience.)
   F. Has the student lived or traveled in a country where the language is spoken?
   G. Has the student studied the foreign language in elementary school?

   More emphasis was placed on motivation and social adaptability than on language skills.

Selecting MATH Students

1. The interviewing for the mathematics students for the Governor's Honors Program was done by three teams of two interviewers for each candidate.

2. Each student was ushered in and introduced to the interviewers. The interviewers were handed records on the student which included the following: the student's more recent I.Q. score, class rank, a transcript of courses and grades (all), the letter of recommendation by the teacher. The interviewers alternated taking the lead, asking the questions on the "interview" sheet and any other questions he felt pertinent. Then the other interviewer asked whatever questions he wished.

3. There was no time limit on the interviews and the interviewers were instructed to keep the interview informal and relaxed.

4. The questions on the interview sheet were lead questions to begin the interview. These were expanded and other questions were added at the discretion of the interviewer. The scores for each item were recorded prior to the interview. The ratings were recorded after the student left. Each rating was discussed and decided by mutual agreement by the two interviewers. Ratings were given as follows:

One point for an I.Q. of 135 or over; no points for under 135. The non-verbal score was used.
Points were given for the percentile on a standardized achievement test in mathematics as follows: (96-100 - 3 points; 90-95 - 2 points; 85-89 - 1 point; Below 85 - 0). One point was given to the students who had math courses above their grade level. Two points were given if these were accelerated courses. Two or zero points were given according to whether the student had had geometry. Five or zero points were given according to whether the student had an "A" average in mathematics. Two or zero points were given according to whether the student had an "A" average in his overall grades. Two or zero points were given according to whether the student had a class rank in the top 10%. One to three points were awarded according to the subjective judgment of the interviewers on the content of the teacher's letter of recommendation. One to ten points were given according to the interviewer's judgment of the student's motivation and ability to profit from the Governor's Honors Program.

5. The students forms were totaled and arranged from highest score to lowest. The top 61 were selected as the finalists for mathematics. The next ten scores were selected as alternates. In case of ties the judgment was made on the interview score.

Selecting MUSIC Students

1. Selection committee composed of secondary and college level music teachers chosen by State Music Consultant.

2. Procedure:
(A) Playing audition - students ranked in ability according to instrument (see rating sheet).
(B) Music theory test (written and oral) ranked according to number of mistakes.
(C) Interview - aims (a) to advise student of type of program (b) to determine if student really wants to come and (c) to obtain some impression of student personality, attitude and maturity.
(D) Previous three items considered along with CAT information plus written application information (primary weight is on performance ability).

3. Finalist students balanced according = 20 Vocal - Sopranos, Altos, Tenors, Basses; 10 Strings - Violins, Violas, Celli, String Basses; 10 Keyboard - Piano, Organ; 30 Bank - Woodwind, Brass, Percussion.

Note - These are not exact numbers. One area may give to another according to qualified or unqualified students. Also according to total finalist allowed (Unknown as how this figure was established).

4. Final selection - individual specialist for each performance areas (String, Vocal, Keyboard, Woodwind, Brass and Percussion) chosen by State Music Consultant, make the decision theoretically based on information of (2) Procedure items (A), (B), (C), (D).

Selecting SCIENCE Students

1. The interview team charged with the responsibility for selection was composed of outstanding science teacher and supervisors in the State of Georgia and also the science staff of GHP.

2. A science interview summary sheet was used to evaluate semi-finalists during an interview with two members of the selection committee. A number system was formulated prior to the interview which assigned a value to each of the five criteria ranging from 1-4. The number one being the lowest score and four being the highest. Finalists were chosen on a total raw score of the five categories. Comments were written in the spaces to give further impressions for the assignment of the score. Each of the five categories were given equal weight. The questions asked relative to the criteria were formulated by the interviewer and of course reflected his personal strategies.

Selecting SOCIAL SCIENCE Students

1. Selection committee identified by Miss Bynum and State Consultants Social Science Teachers from public and private schools (not all were teachers at the secondary level).

2. Each interview team (a) had an experienced Governor's Honors Program staff member, (b) were the same for each interview date (Macon and Atlanta), (c) met with State Consultant and Committee Chairman to be oriented to score sheet and questions to be asked each semi-finalist during the interview.

3. All scores added to give a final tabulation on the score test.

4. Each team did select their top 17 interviewees and then five alternates. Team took total score moving from highest to lowest numerical score. Exceptions: If in the course of the interview a student indicated that he did not want to come to Governor's Honors Program in the field of social science but another are he was rejected from the list of finalists.

5. Evidences of interest, experience, purpose, etc. were given more weight in the case of tie scores.

CHAPTER 3

INPUT EVALUATION

Input evaluation is focused on gathering data which describes the current resources available to the program. Two major inputs are obviously important for the GHP. These are the staff and students. Studies were undertaken which not only allowed for the profiling of important personal and background characteristics, but also allowed for examination of interrelationships. First consideration will be given staff characteristics.

BACKGROUND OF THE 1972 GHP STAFF

A demographic survey was made of the 1972 GHP Staff. Responses to a very brief questionnaire were available from 28 individuals. Following is a summary of the survey.

(1) The group was composed of 19 males and 9 females.

(2) Ages ranged from 24 to 63, with an average of 38.

(3) Twenty-six of the staff had at least one degree above the bachelors. These included 17 Masters degrees, six Sixth Year Certificates and three Doctorates.

(4) The group averages 10 years of public school teaching, one year of private school teaching, and two years of college experience.

(5) They averaged almost three years in the GHP Program.

The GHP group can be characterized as predominantly male, middle-aged, and highly trained and experienced in their specialities.

INSTRUCTIONAL STAFF CLASSROOM MANAGEMENT PHILOSOPHY

An obviously significant input into any instructional situation is the general philosophy of the teachers toward classroom management and the handling of what Flanders (1967) calls classroom "interactions". Authorities in the field of the gifted such as Dr. E. Paul Torrance have emphasized the importance of teachers allowing students considerable freedom during the learning process so that creativity may develop or emerge. One dimension useful in characterizing management is Humanistic-Custodial. Goldenberg (1971) has shown that the more humanistic teachers are more concerned with (1) feelings, emotions and human relations in their verbal interaction with students, (2) the development of independent thought and action, (3) permit wider student latitude of freedom in initiating or making verbal statements.

In order to assess this dimension of the classroom the Pupil Control Ideology Form (PCI) (Willower, Eidell, and Hoy, 1967) was administered to 34 members of the GHP instructional staff. (A copy of the PCI can be found in Appendix B). Test scores take on meaning only in relation to some reference standard or group. In the present case it was decided to contrast the PCI from the GHP with the mean scores of groups of (1) elementary teachers in Missouri, and (2) pre-service education students at the University of Georgia. Incidentially the lower the mean the greater the humanistic orientation. Following are the descriptive statistics involved in the comparison.

GROUP	N	MEAN	STANDARD DEVIATION
Missouri Elementary Teachers	212	48.59	7.41
University of Georgia Education Students	88	46.59	8.06
GHP Instructional Staff	34	43.54	9.15

To determine if these scores differed significantly a t-test was applied to assess the significance of difference between means. The "t" difference was

3.11 for the comparison between GHP staff and Missouri teachers with the GHP staff being more humanistic in their control orientations (significant at .01 level). Although the mean of the GHP staff was smaller than the mean for UGA students, the "t" of 1.72 is so small that the difference could have been a chance difference.

What this difference means is that we can be 99 percent confident that the typical GHP staff member is more humanistic in her control orientations than the typical Missouri teacher sampled. The GHP staff member is more optimistic that, through close personal relationships with pupils and the positive aspects of friendship and respect, students will be self-disciplining rather than disciplined. Two-way communication channels between teacher and pupils are more open; flexibility in status and rules is thought to lead to a more democratic classroom climate. The GHP staff member placed more emphasis on the individual and his needs and in his patterns of growth than the typical classroom teacher in Missouri.

The GHP staff is less likely to stereotype their students in terms of appearance, behavior, and parents' social status. The typical teachers from the Missouri sample is more likely to view behavior in moralistic terms instead of attempting to understand it. He is more likely to view the ideal student-teacher relationship as an impersonal one.

In summary, the pupil control orientations of the GHP staff are different from the orientations of a sample of Missouri teachers. These differences are in the direction which authorities would view as positive. These teachers in general have orientations toward pupils which should foster creative development in these gifted students.

INSTRUCTIONAL STAFF JUDGMENT OF IMPORTANT PROGRAM CONCEPTS

A significant input relative to the total instructional program should be related to the importance placed upon concepts central to the major objectives of the program. It was assumed that such data would significantly influence

thinking about the program and influence decisions related to subject matter and instructional method. In order to gather relevant data the GHP Evaluation Staff, GHP Administrative Staff and Dr. Jess Elliot of the Georgia State Department of Education's Division of Planning, Research, and Evaluation generated a list of ten concepts which were thought to be foremost in the planning and implementation of the program. These ten concepts were:

1. Independent Study
2. Governor's Honors Program
3. Learning
4. Academically Talented Student
5. Artistically Talented Student
6. Teachers
7. Dormitory Living
8. Textbooks
9. Audio-Visual Materials
10. Governor's Honors Program Seminars

This last concept was finally dropped due to an administrative decision part way into the program not to hold program-wide seminars during the 1972 session. To assess the meanings ascribed to these important concepts Osgood's (Osgood, Suci and Tannenbaum, 1957) semantic differential technique was employed. Basically the ratings of each concept are grouped along three major dimensions - evaluation, potency and activity. Four adjective pairs and a seven point scale was used for each of the three major dimensions. A copy of the Staff Semantic Differential can be found in Appendix C. The results of the administration of the SD to the staff, which was accomplished during the first week of the program, are summarized in Table 10. Seven of the nine concepts are seen as highly valuable. The other two (No.'s 2 and 4) are seen as relatively more active rather than potent or worthwhile. Virtually all means are toward the high end of the scale and the maximum possible value of 28. These high ratings might be interpreted as supporting the judgment of the evaluation staff and colleagues in selecting these concepts as of central importance in the program. In any event nine concepts were all judged as worthwhile.

TABLE 10

Summary of Means* and Standard Deviation on Evaluative, Potency and Activity Factors for GHP Staff Semantic Differential (N=29)

	Evaluative		Potency		Activity	
CONCEPT	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
1. Independent Study	24.62	3.27	19.41	4.33	22.93	3.22
2. Governor's Honors Program	25.76	2.34	22.24	3.78	26.07	2.09
3. Learning	25.79	2.35	22.55	3.56	25.38	2.83
4. Academically Talented Student	23.86	3.40	21.10	3.47	25.62	2.51
5. Artistically Talented Student	25.21	2.88	21.14	3.87	24.59	4.14
6. Teachers	24.62	3.44	21.03	3.55	23.86	3.82
7. Dormitory Living	19.45	5.30	17.21	2.80	17.76	5.62
8. Textbooks	18.97	4.72	17.62	4.40	17.10	4.71
9. Audio-Visual Materials	22.24	4.04	18.76	3.39	21.90	4.79

*Based on seven point scale, maximum mean = 28

DEMOGRAPHIC CHARACTERISTICS OF THE 1972 GHP PARTICIPANTS

Following is a brief summary of some important background characteristics of the 1972 Governor's Honors Program participants.

1. Average age = 16 years, 10 months.
2. Average number of regular courses taken in high school area of nomination = 2.87
3. Average number of advanced courses taken in area of nomination = 1.11.
4. Average cumulative grade point average = 90.8 (out of 100).
5. Average cumulative grade point average in area of nomination = 94.4.
6. Average percentile rank in graduating class = 90.5.
7. Average percentile rank (based on age norms) on verbal section of Cognitive Abilities Test = 94.5.
8. Average percentile rank (based on local norm) on verbal section of Cognitive Abilities Test = 75.3.
9. Average percentile rank (based on age norms) on non-verbal section of Cognitive Abilities Test = 85.3.
10. Average percentile rank (based on local norm) on non-verbal section of Cognitive Abilities Test = 59.3.
11. Average number of activities and honors related to area of nomination = 1.69.
12. Number of brothers and sisters previously attending GHP (for total 1972 group) = 39.
13. Number of 1972 group participating in local honors program = 28.
14. Number of 1972 group intending to attend college on either full-time or part-time basis in Fall 1972 = 59.
15. Average age of father = 46 years, 6 months.
16. Average age of mother = 43 years, 6 months.
17. Average educational level of father = 15 years, 4 months.
18. Average educational level of mother = 14 years, 2 months.
19. Average number of brothers in family = 1.09
20. Average number of sisters in family = 1.00

21. Average number of children in family = 3.2.

22. Average age span between siblings = 7 years, 4 months.

23. Marital status and living situations = 90% of parents are married and living together.

By way of overview, then, we find that the average 1972 GHP student is almost 17 years old, possesses an excellent academic and test performance record, comes from a moderately large intact family where the middle-aged parents are very well educated.

PERSONALITY CHARACTERISTICS OF 1972 GHP STUDENTS

Another source of input data revolves around the general personality characteristics of the participants. It would be informative to know if individuals in different areas of nomination also possessed different personalities.

The personality measure of the present study was Form C of the Sixteen Personality Factor Questionnaire (16PF) (Cattell and Eber, 1969). The 16PF is a factor analytically developed personality inventory designed to measure the major dimensions of human personality comprehensively from young adulthood to later maturity. The personality factors measured, together with brief phrasal descriptions are as follows:

FACTOR	DESCRIPTION
A	Reserved (Aloof) - Outgoing (Warmhearted)
B	Less Intelligent (Dull) - More Intelligent (Bright)
C	Affected by Feelings (Emotional) - Emotionally Stable (Mature)
E	Humble (Submissive) - Assertive (Dominant)
F	Sober (Glum) - Happy-Go-Lucky (Enthusiastic)
G	Expedient (Casual) - Conscientious (Persevering)
H	Shy (Timid) - Venturesome (Adventurous)

FACTOR	DESCRIPTION
I	Tough-Minded (Realistic) - Tender-Minded (Sensitive)
L	Trusting (Adaptable) - Suspicious (Self-Opinionated)
M	Practical (Conventional) - Imaginative (Eccentric)
N	Forthright (Simple) - Shrewd (Sophisticated)
O	Placid (Confident) - Apprehensive (Insecure)
Q_1	Conservative (Respecting) - Experimenting (Analytical)
Q_2	Group-Dependent (Follower) - Self-Sufficient (Resourceful)
Q_3	Casual (Uncontrolled) - Controlled (Socially-Precise)
Q_4	Relaxed (Stable) - Tense (Frustrated)

Data were available on 375 of the GHP students.

The 16PF scales are known to be relatively independent. This was confirmed with some data of the present study. Out of a possible 120 interscale correlations for a group of 124 artistically talented only 11 were found to be larger than .27. For 251 academically talented students only 9 correlations were found to be larger than .29. On the basis of this information a decision was made to compute univariate analyses of variance across the eight gifted groups for each of the 16PF scales. The 16PF scales yielding significant F-ratios were subjected to Duncan's Multiple Range Test. Differences between the artistically and academically talented students on each of the 16PF scales were examined through the use of t-tests. A significant level of .05 was set for all these analyses.

A profile analysis was made of the present gifted group and Scheier's (1965) hypothetical creative personality profile. In addition, profile analyses were done comparing the artistically and academically talented groups. Summaries of the profile analyses were in the form of coefficients of profile similarity (Cattell, 1949). this coefficient ranges from +1.00 indicating complete congruence of profiles to -1.00, which is interpreted as maximum discrepancy between the combined shape and elevation of the profiles.

Results

Differences Among Gifted Groups

A summary of the means, standard deviation, and F-ratios for comparison of the eight gifted groups on the 16PF scales is presented in Table 11. Five scales -- Factors A, E, I, N, Q -- were found to significantly discriminate among the eight differentially gifted groups.

Application of Duncan's Multiple Range Test indicated that students in the Math and Science groups were significantly more reserved, detached, and critical than students in the other six groups who were more outgoing and warmhearted (Factor A). People scoring low on Factor A also tend to be skeptical and like things rather than people. If one can characterize the study of mathematics and science as requiring precision, order, and singlemindedness, then this finding is not unexpected.

Students in Drama and Social Science were significantly more assertive (independent, aggressive, and stubborn) than students in Music and Foreign Language (Factor L). These last two groups were found to be more humble, mild, accomodating, and conforming than the Drama and Social Science groups. The need to forcefully project ones self or ideas again logically fits Drama students. Ideas related to social change and revolution tend to characterize a great deal of today's social science curricula which may explain to some extent the social science scores on Factor E. The Art group was also found to have a significantly lower mean than the Drama group.

Factor I means were found to discriminate the Art and Foreign Language Groups from the Social Science group. Members of the former groups described themselves as more tender-minded (dependent and sensitive) than members of the Social Science group. People scoring low on Factor I are sometimes skeptical of cultural efforts which would contrast logically with those interested in art and the study of a foreign tongue. Students in Science and Math were also found to differ from all

TABLE 11

Summary of Means, Standard Deviations and F-Ratios
on Sixteen Personality Factor Questionnaire for Eight Differentially Gifted Groups

	Art (N=37)		Drama (N=25)		English (N=62		Foreign Language (N=29)		Math (N=57)		Music (N=62)		Science (N=54)		Social Science (N=49)		
16PF-Factor	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	F-Ratio
A	6.49	2.51	7.52	2.16	7.19	2.03	6.90	1.99	6.12	2.72	7.19	2.14	5.96	2.12	6.88	2.25	2.77*
B	4.92	1.21	4.52	1.12	5.13	1.09	5.03	1.12	5.40	1.24	5.03	1.14	5.28	1.31	5.18	1.17	1.77
C	7.41	1.66	6.72	1.65	6.60	2.08	7.24	1.88	7.49	2.07	6.89	1.96	7.52	1.83	7.24	2.10	1.69
E	4.51	2.14	6.20	2.42	5.45	2.50	4.24	2.75	5.07	2.90	4.35	2.03	5.00	2.37	5.57	2.21	2.83*
F	6.65	2.55	7.56	2.53	7.29	2.61	6.59	2.04	6.23	2.75	6.69	2.94	6.40	2.38	6.18	2.20	1.53
G	6.49	1.99	5.88	2.30	5.50	2.95	6.17	1.91	5.49	2.48	6.21	2.14	5.46	2.37	5.39	2.58	1.40
H	5.73	2.12	5.92	2.31	5.76	1.94	5.66	2.51	5.54	2.47	5.68	2.29	5.69	2.27	5.37	2.17	0.29
I	8.16	2.18	7.60	1.96	8.10	2.24	7.79	2.47	5.75	2.73	7.85	2.64	5.96	2.58	6.98	2.23	7.94*
L	5.35	1.77	5.40	2.06	5.92	2.33	5.45	2.25	5.33	1.93	5.58	2.04	6.04	2.04	6.29	2.16	1.41
M	6.89	1.79	7.36	1.73	7.34	2.15	6.93	2.03	6.75	2.07	6.84	1.78	7.17	1.44	7.39	2.09	0.89
N	5.57	1.46	6.08	1.73	5.11	1.77	5.24	1.94	5.49	2.11	5.32	2.10	5.63	1.97	6.39	1.80	2.36*
O	4.24	1.55	4.56	1.83	4.39	1.90	4.72	1.85	3.81	1.86	4.50	1.72	4.04	1.58	4.18	1.96	1.24
Q_1	6.84	2.40	6.00	2.35	7.13	2.46	6.45	2.08	6.84	2.51	6.11	2.79	7.96	2.70	7.00	2.35	2.93*
Q_2	7.62	1.48	7.44	1.66	7.61	1.50	7.10	1.32	7.82	1.51	7.26	1.57	7.69	1.67	7.43	1.67	1.03
Q_3	5.68	2.31	5.88	2.09	6.19	2.34	6.62	2.32	6.72	2.09	6.29	2.61	5.91	2.13	6.20	2.07	1.07
Q_4	6.70	2.05	6.08	2.29	5.77	2.61	5.86	2.50	5.67	2.47	6.27	2.38	5.24	2.15	6.24	2.79	1.59

*F-Ratio significant, $p < .05$

other groups on Factor I. People in Quantitative areas may be characterized as tough-minded. If one can accept the placing of groups on a continuum which describes the degree to which an academic discipline deals with a systematized and known body of facts, ideas, and methodologies versus a relatively unstructured and incorrect set of ideas, then the factor I differences make sense. Science, Math, and Social Science would be found at the "known and structured" end, and Art and English at the "unstructured" pole.

Social Science students scored significantly higher on Factor N than all other groups. They described themselves as being calculating and shrewd, hardheaded and analytical.

The final scale showing significant differences was Conservative vs. Experimenting. Science students scored significantly higher on Factor Q, than students in the English, Music, and Drama groups. The Science students saw themselves as being experimental while students in the other three groups described themselves as traditional and cautious and compromising in regard to new ideas.

Differences Between Academically and Artistically Talented

Descriptive statistics for the academically and artistically talented groups and total group are presented in Table 12. The total group data are presented purely for descriptive purposes. When the first two groups were compared, five scales -- Factor B, G, I, O, and Q_4--were found to be significant discriminators. The academically talented were found to be more intelligent, tough-minded, experimenting, expedient, and relaxed. Conversely, the artistically talented described themselves as less intelligent, conscientious, tender-minded, conservative, and tense. There is a general "cerebral" syndrome that characterizes the academically oriented. Practical learning and intellectual tasks are mastered rapidly by these individuals. They do not allow tension to interfere with school work: A different syndrome or collection of characteristics is typical of the artistically talented.

TABLE 12

Summary of Means, Standard Deviations and t-Ratios on Sixteen Personality Factor Questionnaire for Artistically (N=124) and Academically (N=251) Talented Students & Total Group (N=375

	ARTISTICALLY TALENTED		ACADEMICALLY TALENTED			TOTAL GROUP	
16PF-FACTOR	M	SD	M	SD	t-Ratio	M	SD
A	7.05	2.28	6.59	2.30	1.85	6.74	2.25
B	4.90	1.17	5.22	1.19	-2.54*	5.11	1.18
C	7.01	1.82	7.20	2.02	-0.93	7.14	1.94
E	4.77	2.24	5.15	2.56	-1.50	5.03	2.42
F	6.85	2.75	6.56	2.48	1.00	6.66	2.56
G	6.23	2.13	5.55	2.53	2.76*	5.77	2.41
H	5.74	2.23	5.65	2.24	0.37	5.68	2.24
I	7.90	2.37	6.85	2.62	3.95*	7.20	2.43
L	5.48	1.95	5.83	2.15	-1.60	5.71	2.08
M	6.96	1.77	7.13	1.97	-0.86	7.07	1.91
N	5.55	1.87	5.57	1.95	-0.10	5.57	1.89
O	4.44	1.69	4.18	1.84	1.44	4.26	1.79
Q_1	6.31	2.60	7.14	2.49	-3.00	6.86	2.50
Q_2	7.40	1.56	7.58	1.56	-1.08	7.52	1.56
Q_3	6.02	2.42	6.30	2.19	-1.09	6.21	2.27
Q_4	6.36	2.26	5.74	2.51	2.46*	5.94	2.43

*t-Ratio significant between two talented groups, $p < .05$

This syndrome is more "value" oriented than "cerebral". The artistic can be characterized as not being interested in analytical "intellectual" thought but in working with ideas which are more of a current realistic, practical, and concrete consequence.

Comparisons With Hypothetical "Creative Personality" Profile

Results derived by comparing the profiles of the academically talented, the artistically talented, and the total group with Scheier's (1965) hypothetical 16PF "creative personality" profile expressed as standard (sten) scores were not encouraging. Coefficients of pattern similarity of -.44, -.43 and -.40 were derived for the just mentioned three respective groups. Such coefficients indicate large differences between the gifted groups and the hypothetical profile.

It is obvious from the results that personality profiles of the artistically and academically talented groups were similar. A coefficient of .80 between the two talented groups attest to this conclusion. This high degree of similarity was found despite the fact that these two groups had previously been shown to differe significantly on five of the 16PF scales. The general lack of extreme mean scores for the present samples was noted.

Some support for Scheier's profile was found in that five scales (C, G, L, O, and Q_4) were within one sten score or less of the hypothesized standard score. Extremely large discrepancies were noted on factors H, N, and Q_2.

The results of the present study show very little consistency relative to the findings of studies by Werner (1966) and Werner and Bachtold (1969). About the only common factor to hold up was B, More-Less Intelligent. There are numerous factors which could account for these results. The small sample sizes in the original studies and differences in selection procedures are two potentially significant ones.

When gifted groups were treated on the basis of differential academic interests, there was no confirmation for the personality differences reported by Werner and Bachtold (1969).

It was found that the Social Science gifted student group tended on a number of scales to pull themselves apart from the other groups. They described themselves as being more assertive, tough-minded, and shrewd.

The finding that the "intelligence" scale discriminated the academic from the artistic groups serves as kind of a validity check on the selection procedures. An aptitude precentile rank of 94 was required for the academic group, but only a percentile rank of 50 was required for the artistic group. Although differences on five of the 16PF scales were noted between the artistically and academically talented groups, the profiles in general tended to fall in the "average" range in terms of normative standard scores.

Little support was found for the hypothetical "creative personality" profile suggested by Scheier (1965).

CREATIVE PRESONALITY CHARACTERISTICS OF 1972 GHP STUDENTS

Gowan (1971) has recently underscored the relationship between creativity and giftedness. In another vane, Goodale (1970) has suggested that the personality of the learner is more important than the types of materials used in promoting creativity. It was therefore felt that some measures of creative potential should be gathered on the GHP students. Data were available on 360 of the students. The measure of creative personality used was the What Kind of Person Are You? Test (Torrance and Khatena, 1970a). (See Appendix D. for a copy of this Instrument) This instrument is a 50-item forced-choice creative personality inventory. Torrance (1962) surveyed over 50 studies and identified some 84 personal characteristics which differentiated creative from non-creative persons. On the basis of rankings by a panel of expert judges, 50 items were constructed by apiring characteristics having distinctly different ranks and placing them in a forced-choice format. The items call for the respondent to make a choice between socially desirable characteristics on

TABLE 13

Summary of Means and Standard Deviations on the What Kind of Person Are You? Test for Eight Differentially Gifted Groups

GROUP	N	Mean	Standard Deviation
Social Science	43	31.67	6.78
Art	38	31.63	6.62
Science	53	31.25	6.71
English	63	29.60	6.55
Math	56	29.50	7.04
Drama	22	29.32	5.37
Music	62	27.61	6.89
Foreign Language	23	27.30	5.64

some items and socially undesirable characteristics on other items. For example, respondents must choose between characteristics such as curious or energetic, quiet or obedient, and altruistic or courteous.

Torrance and Khatena (1970b) reported stability coefficients for the What Kind of Person Are You? Test of .73 (one-month interval), .91 (one-week interval), and .97 (same day). The validity evidence they reported indicates that scores on this instrument are significantly related to the ability to produce original images, to write original stories, to produce provocative questions, to have freedom and creative orientations, and to be attracted to creativity seminars and major in such creative arts as speech, dramatics, and art.

A summary of the performances of the 360 gifted students by group is presented in Table 13. The mean scores compare favorably with various groups described by Torrance and Khatena (1970a).

Calculation of a one-way analysis of variance across the eight gifted groups yielded an F-ratio of 2.71 which was significant at the .05 level (df = 352/7). To identify which groups had means which were statistically different a Duncan's Multiple Range Test was applied. It indicated that the Social Science, Art, and Science groups had significantly higher means than the Music and Foreign Language groups. This finding is not illogical if one accepts the assumption that activities in the areas of sciences and art require application of creative abilities. It was somewhat surprising to find the music group at the low end of the set of means. It is likely that the kind of artistic proficiency required of the students in the program from which the sample was gathered was set at development of technical mastery rather than creative interpretation or inventiveness.

LIFE HISTORY CHARACTERISTICS OF GHP STUDENTS

The previously summarized background characteristics describe only one dimension of the many significant antecedents of the gifted students in the present program. How some of these background factors are recalled and integrated into the individual students functioning personality is of great consequence - both from the standpoint of possible implications for selection as well as an aid to understanding the effectiveness of the current program. It was therefore decided to administer a biographical inventory to the students. The inventory chosen was the UGA Biographical Questionnaire. The rationale for the development of the biographical inventory has been described by its originator, Owens (1968, 1971). Basically the theoretical rationale is based on the premise that past behavior is the best predictor of future behavior. A description of the development of the instrument and validity data have been reported by Halpin (1972) and Schoenfeldt (1970). A median stability reliability coefficient of .60 over a two year period for female college students has been reported by Halpin (1972). All items are multiple choice, with the responses arranged to form a continuum. Following are two typical items.

63. During your high school years (grades 9-12) how many times did you make the semester honor roll?

    A. Never
    B. Once or twice
    C. Three or four times
    D. Five or six times
    E. Seven or eight times

85. Compared with other students in your high school, how much did you try to achieve to the limits of your abilities?

    A. Much more than other students
    B. More than other students
    C. About the same as other students
    D. Less than other students
    E. Much less than other students

The initial item pool consisted of over 2,000 questions. This pool yielded a 389 item questionnaire. Application of a principal components factor analysis and Varimax rotation yielded 13 male and 15 female interpretable factors. The present form of the questionnaire contains 118 of the items with the heaviest factor loadings. Scale independence was verified in the present study as out of 78 possible interscale correlations for males only 4 were larger than .20 and out of 105 correlations for females only 9 were larger than .20.

Biodata were available, in addition to the GHP students, on a group of average ability students from a large metropolitan area in Georgia. The eight area groups were also analyzed by clustering Art, Music and Drama into an artistic group and English, Foreign Language, Math, Science and Social Science into an academic group.

Results

A summary of the means, standard deviations and F-ratios for males and females is presented in Tables 14 & 15. With respect to both means and standard deviations considerable variability both within scales across groups, and within groups across scales is evident. Four scales were found to significantly discriminate between the groups of differentially talented males and five scales significantly discriminated between the groups of females. It is interesting to note that none of the discriminating scales were common to both sexes.

Multiple-Comparisons Between Gifted Groups: Males

On the basis of Duncan's Multiple Range Test males were found to be significantly differentiated on the four biographical scales labeled

TABLE 14

Summary of Means, Standard Deviation, and F-Ratios for Male Gifted Sub-Groups on the Biographical Information Blank

SCALE	GROUP																
	Art (N=13)		Drama (N=13)		English (N=15)		Foreign Language (N=6)		Math (N=37)		Music (N=29)		Science (N=34)		Social Science (N=26)		
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	Over-All F-Ratio
Parental Warmth	448	118	466	112	483	109	497	107	488	85	494	96	472	129	483	113	.35
Intellectualism	494	119	527	112	599	38	621	60	641	54	574	82	637	63	626	67	9.54*
Academic Achievement	503	127	503	107	551	98	581	73	570	98	515	107	571	135	545	121	1.41
Social Introversion	436	99	504	131	489	87	519	109	585	73	563	88	617	59	513	93	9.52*
Scientific Interest	526	99	486	82	525	108	444	156	528	106	504	87	495	104	533	97	1.04
Socioeconomic Status	567	87	568	56	518	71	539	83	525	87	531	92	558	96	566	78	1.20
Independence	480	136	508	101	462	102	448	89	493	125	513	125	524	106	507	112	.75
Parental Control	410	124	443	47	451	78	441	107	413	100	467	122	449	109	461	106	.89
Positive Academic Attitude	532	98	528	103	437	101	490	71	481	81	500	88	462	83	469	91	2.15*
Sibling Friction	348	84	384	103	440	78	429	121	480	91	424	92	456	102	485	110	4.18*
Religious Activity	543	105	528	91	579	114	559	86	523	101	507	95	547	83	533	60	1.13
Athletic Interest	536	98	532	82	488	55	541	103	502	85	557	72	505	74	514	86	1.87
Social Desirability	487	69	507	82	533	83	533	89	536	79	537	99	549	90	533	93	.85

Note: Scores are expressed in standard score form, Mean = 500, Standard Deviation = 100

*F-Ratio significant $p < .05$, df = 165/7

TABLE 15

Summary of Means, Standard Deviations, and F-Ratios for Female Gifted Subgroups on the Biographical Information Blank

SCALE	GROUP																
	Art (N=26)		Drama (N=14)		English (N=49)		Foreign Language (N=24)		Math (N=22)		Music (N=34)		Science (N=18)		Social Science (N=22)		Over-All F-Ratio
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	
Maternal Warmth	490	86	529	60	483	84	482	69	479	98	508	71	474	83	473	72	1.13
Social Leadership	473	79	508	73	535	95	484	82	487	96	468	98	466	75	466	75	2.88*
Academic Achievement	515	83	481	115	617	59	625	59	622	42	543	99	610	66	594	57	12.46*
Parental Control	480	108	503	95	493	99	464	82	482	43	514	63	485	92	475	87	.77
Cultural-Literary Interests	540	85	576	83	599	98	534	103	556	103	534	82	578	78	603	90	2.79*
Scientific Artistic Interest	585	77	547	103	585	86	520	74	563	75	550	75	602	68	571	88	2.52*
Socioeconomic Status	520	87	523	136	504	98	537	83	498	109	508	81	475	80	504	101	.78
Expression of Negative Emotions	509	74	534	72	498	83	480	56	487	70	482	83	482	78	515	94	1.20
Athletic Participation	435	70	460	84	416	86	456	90	461	70	452	88	421	87	424	93	1.13
Conformity to Female Role	550	105	536	113	498	96	474	104	515	95	503	94	514	111	544	63	1.73
Maladjustment	464	83	463	77	473	106	462	98	377	85	438	86	431	106	399	92	3.49*
Popularity with Opposite Sex	422	107	400	154	436	102	432	83	483	105	420	116	465	104	410	112	1.32
Positive Academic Attitude	521	84	522	100	515	73	493	81	482	73	508	87	496	83	504	76	.72
Daddy's Girl	476	96	524	68	478	75	508	69	478	83	517	66	479	103	491	64	1.51
Social Maturity	515	83	500	74	595	73	520	58	498	75	516	70	482	64	490	68	.79

Note: Scores are expressed in standard score form, Mean = 500, Standard Deviation = 1-0

*F-Ratio significant $p < .05$, df = 201/7

Intellectualism, Social Introversion, Positive Academic Attitude, and Sibling Friction.

Art students were significantly less concerned with "intellectual" pursuits than members of all other groups except Drama. As a matter of fact the cluster of artistically talented groups of Art, Drama, and Music were lower than the academically talented groups of Math, Science and Social Studies on the Intellectualism Scale. Intellectualism involves regularly reading literary, business, or scientific magazines, and watching educational and cultural TV shows.

Males in the Math and Science groups were found to be significantly more socially introverted than males in the Social Science, Drama, English or Art groups. High scores indicate fewer casual friends and dates, less general popularity, and lack of confidence and effectiveness in meeting demands of social situations. Another interesting and statistically significant comparison on the Social Introversion scale was that of low Art student means relative to a very high mean for Math students.

Another scale differentally significant for males was Positive Academic Attitude. The results appear at first to be antithetical to expectations. English and Science groups were found to have significantly lower scores than the artistically talented groups of Art, Drama, and Music. These latter groups characterized their past school experiences positively. They liked school and their teachers, found that teachers were successful in arousing academic interests, and enjoyed specific courses and engaged in a great deal of homework for them. Why the lower scores for the academically talented groups? The findings may reflect the general lack of responsiveness in our schools to the needs of the academically gifted.

The final scale yielding differences for males was Sibling Friction. High scores indicate that respondents more often argued or fought with siblings, had more younger brothers and sisters close to their own age, and in general felt more friction and competition. Again it was seen that the artistically talented group tended to have similar life histories with the Art, Drama and Music group scoring lower (less sibling friction) than the Math and Social Science groups. It was also found that the Art and Drama groups were significantly lower than the Science group, and the Art group lower than the English group.

Another approach to reporting the results for the males can be taken by briefly describing the salient characteristics by gifted group. These summaries are based on only the most pronounced trends evident and reflect how the members tended to characterize their own histories and past experiences.

Art - Less intellectually inclined, socially introverted and reported sibling friction.

Drama - Less concern with intellectuall pursuits and reported sibling friction.

English - Lower positive academic attitude.

Math - High degree of social introversion.

Music - Lower concern with intellectual activities and less sibling friction.

Science - Fairly high degree of social introversion and low positive academic attitude.

Multiple-Comparisons Between Gifted Groups - Females

Five scales were found to be significant discriminators for females. They were Social Leadership, Academic Achievement, Cultural-Literary Interests, Scientific-Artistic Interests, and Maladjustments.

Students in the English group reported social leadership experiences significantly different from all groups except Drama. Social Leadership scores are related to group experiences in school politics and to leadership positions. The high verbal skills possessed by both the English and Drama students would undoubtedly help them gain positions of leadership in their schools.

The clustering of the artistically talented groups is again evident on the Academic Achievement scale. The Art, Drama, and Music groups and significantly lower scores than the other groups. As one would guess from the label this scale reflects an actual academic achievement experience, interest in competing in academic situations, and expectations of being successful in scholastic endeavors.

The Cultural-Literary Interests scale operated in an expected way. It allowed the logical and significant discrimination of the Social Science and English groups (higher means) from the Art, Foreign Language, and Music groups.

The interests associated with science and art were also discriminating. Students in the Science, English, and Art groups evidenced significantly more interest in these areas than students of Foreign Langauge.

The final discriminating scale was Maladjustment. This scale does not diagnose severe mental health problems or psychopathology, but describes general adjustment and defensive reactions to stressful situations. Behaviors described by high scorers would be frequent daydreaming, brooding, and hypersensitivity to criticism. Results indicated a significantly higher mean for English students relative to Math and Social Science students. In

addition students in Math scored significantly lower than students in all groups except Social Science and Science.

Characterizing only the outstanding trends of the female gifted groups we find the following portraits.

Art - Low positive academic experience but degree of scientific-artistic interests.

Drama - Low positive academic experiences but high social leadership.

English - High social leadership expression, both high cultural-literary and scientific-artistic interests, but greater difficulty in coping with stressful situations.

Music - Low frequency of positive academic experiences.

Science - High scientific-artistic interests.

Social Science - High Cultural-literary interests.

Comparisons Between Talented and Average Ability Groups

The results of the comparisons between the Average Ability group and the Artistically, and Academically Talented groups are presented in Tables 16 and 17. Of 26 comparisons between the two talented and the average ability groups for males, 14 were significant. The male artistic group had five significantly higher means (Intellectualism, Socioeconomic Status, Positive Academic Attitude, Athletic Interest, and Social Desirability) and one lower (Sibling Friction). The comparison with the Academically Talented group of males yielded eight significant t-ratios. All of the means were significantly higher (Intellectualism, Academic Achievement, Social Introversion, Scientific Interest, Socioeconomic Status, Religious Activity and Social Desirability) except Sibling Friction. Significant comparisons common to both groups occurred on four scales.

TABLE 16

Summary of Means, Standard Deviations, and Results of t-Tests for Male Average Ability, Artistically, and Academically Talented Groups

SCALE	GROUP					
	Average Ability (N=123)		Artistically Talented (N=55)		Academically Talented (N=118)	
	M	SD	M	SD	M	SD
Parental Warmth	489	97	477	105	482	108
Intellectualism	405	77	544*	103	630*	59
Academic Achievement	520	88	509	110	563*	112
Social Introversion	491	82	505	108	563*	91
Scientific Interest	492	70	505	88	515	107
Socioeconomic Status	494	82	548*	84	543*	87
Independence	514	99	504	121	499	113
Parental Control	461	96	448	111	438	102
Positive Academic Attitude	456	90	514*	94	468	86
Sibling Friction	517	93	397*	97	466*	99
Religious Activity	506	84	521	96	541*	90
Athletic Interest	518	73	546*	80	506	79
Social Desirability	465	85	518*	90	539*	85

Note: Scores are expressed in standard score form, Mean = 500, Standard Deviation = 100

*This mean significantly different from Average Ability Group, p .05

TABLE 17

Summary of Means, Standard Deviations, and Results of t-Tests for Female Average Ability, Artistically, and Academically Talented Groups

SCALE	GROUP					
	Average Ability (N=144)		Artistically Talented (N=74)		Academically Talented (N=135)	
	M	SD	M	SD	M	SD
Maternal Warmth	472	87	506*	75	479	81
Social Leadership	425	65	477*	87	498*	90
Academic Achievement	374	74	521*	98	615*	57
Parental Control	514	95	500	87	482*	95
Cultural-Literary Interests	489	85	544*	84	578*	98
Scientific-Artistic Interest	512	79	561*	82	570*	83
Socioeconomic Status	460	91	515*	94	505*	96
Expression of Negative Emotions	504	78	501	79	493	78
Athletic Participation	472	79	448*	81	433*	86
Conformity to Female Role	505	76	526	103	506	96
Maladjustment	524	75	454*	83	438*	105
Popularity with Opposite Sex	452	78	417*	120	443	102
Positive Academic Attitude	527	70	516	88	501*	76
Daddy's Girl	482	74	510*	80	486	78
Social Maturity	505	72	512	75	501	69

Note: Scores are expressed in standard score form, Mean = 500, Standard Deviation = 100

*This mean significantly different from Average Ability Group, $p < .05$.

For females similar results were observed. Out of 30 possible comparisons, 19 were significant. The significant comparisons unique to the artistic group were on the three scales labeled Maternal Warmth, Popularity With Opposite Sex, and Daddy's Girl. The means for the artistic group were significantly higher on Maternal Warmth and Daddy's Girl and lower on Popularity With Opposite Sex. For the academic group and uniquely significant scales were Parental Control and Positive Academic Attitude. The means on both of these scales were lower for the academic group than for the average ability group. Significant comparisons common to the two talented groups occurred on seven scales. These scales were Social Leadership, Academic Achievement, Cultural-Literary Interests, Scientific-Artistic Interests, Socioeconomic Status, Athletic Participation, and Maladjustment. All means were significantly higher for the talented groups except the mean on Athletic Participation and Maladjustment.

These results are interpreted as indicating that the two groups of talented students definitely evidence developmentally different life histories from their less talented peers.

One remarkable outcome of these analyses at least as far as the evaluators were concerned, was the finding of a fairly consistent clustering together of the Artistically, and Academically Talented groups with regard to past experiences. Logically academically and artistically talented individuals might be expected to form unique groups and perhaps fit stereotypes, but to find that the selection committees could identify such fairly homogeneous groups from 3113 students scattered throughout a state seemed remarkable.

The fact that certain stereotypes did hold was of interest. Academic groups did characterize themselves as being more intellectual, and introverted. The finding that the artistic groups tended to report less positive intellectual and academic experience is not surprising as high scholarship criteria were not held for them by the selection committees. Interest patterns also held with English students interested in cultural and literary pursuits, Science students in science, and Art students in artistic activities. These associations were magnified when the two groups of gifted students were compared with students of a middle ability high school tract. These data reflect positively on the content or curricular validity of the biographical inventory employed in this study.

One result noted as being unexpected was the finding that for males two of the Academic groups had lower scores on the Positive Academic Attitude scale than the artistic cluster of Art, Drama and Music. The same result was also found for females when the academically talented were contrasted with the Average Ability group. It was suggested that perhaps certain gifted students are not being challenged and are thereby "turned off" to school. They continue to perform well, but are motivated by self-interest and a desire to get ahead on their own.

In general it was found that differentially gifted groups can be discriminated through the application of a biographical inventory. Differences are strongly magnified when contrasts are made between the gifted and average ability group. There are implications for selection in this finding. In addition counselors should find among the scale differences worthwhile to explore with these groups of relatively unique students. Finally, curriculum planners and evaluators might also find the life experience data helpful in focusing activities and programs which the gifted would find relevant.

CHAPTER 4

PROCESS EVALUATION

It was noted in Chapter 3 that a significant input into any educational program or system is the instructional philosophy of the teachers. How that philosophy becomes operationalized in the GHP gifted classrooms is the concern of this chapter. The intent of the data collected, analyzed and reported in the name of process evaluation was to describe and monitor various elements of the in-classroom operation. Toward this end data from two major sources were gathered. The Classroom Activities Questionnaire (Steele, House and Kerins, 1971) was administered twice during the program. The first time approximately two weeks into the program and the second administration at approximately the six week mark. In addition tapes of classroom sessions were made by a sample of teachers and an interaction analysis was made using Ober's (1970) Reciprocal Category System. These volunteered audio-tape samples being gathered at about the mid-point in the program.

Description of GHP Instructional Climate: Results from Classroom Activities Questionnaire

Following is a brief description of the CAQ taken from the writings of Steele, House and Kerins (1971)

> "The Class Activities Questionnaire (CAQ) is a 25 item instrument administered to both students and teachers. It asks students to agree or disagree on a four point scale to statements describing general kinds of activities which characterize their class. These activities imply either levels of thinking of affective classroom conditions. Each item is paired with another item to compose a factor; sixteen factors yield a revealing profile

> of the class. (Five factors are represented by single items. One factor, "Teacher Talk" is reported separately as well as being used as a component of the 'Lecture' factor.) In addition, subscores are derived by clustering factors into the four dimensions of Lower Thought Processes, Higher Thought Processes, Classroom Focus, and Classroom Climate. The cognitive dimensions of Lower and Higher Thought Processes represent a dichotomy strongly supported in validation studies of Bloom's Taxonomy of Educational Objectives (Bloom, et. al. 1956). The Classroom Focus dimension assesses whether the focus is on the teacher as information-giver with students having a passive role, or on the students being given an active role in the class. The Classroom Climate dimension assesses attitudes and feelings, such as how relaxed and open the class is and the amount of involvement of students in class activities". (p. 450)

A further description of the major elements of the CAQ is presented in Table 18 .

Results of the First and Second administration of the CAQ are summarized in Tables 19,20 & 21 respectively. With regard to Table 19 a remarkable trend is evident. Considerable uniformity in feelings about the GHP classrooms is apparent in the student ratings. Given that there are sixteen scales and eight groups this similarity is unexpected. Rated quite favorably were the facts that ideas were valued over grades, that teachers were tolerant and encouraging of many solutions to problems, and that students were excited and involved in classroom activities. Students tended to strongly disagree with statements which characterized the students as not enjoying the ideas studied in class, that tests were stressed, and that the recall and recognition of information was emphasized.

The same trends at about the same relative level of strength are evident in the results of the second administration (Table 20). The means that were high the first time also tended to be high the second time--likewise for the low means.

TABLE 18

Summary of Labels and Descriptions of the Four Major Dimensions and Sixteen Factors of the Classroom Activities Questionnaire (after Steele, House, and Kerins, 1971)

DIMENSIONS	FACTORS	BRIEF DESCRIPTIONS
I. LOWER THOUGHT PROCESSES	1. Memory:	Activities calling for recall or recognition of information presented.
	2. Translation:	Activities calling for paraphrasing or expressing information in a different symbolic form.
	3. Interpretation:	Activities calling for recognition of relationships and seeing implications of information.
II. HIGHER THOUGHT PROCESSES	4. Application:	Activities calling for selection of appropriate methods and performance of operations required by problem situations.
	5. Analysis:	Activities calling for recognition of the structure of material, including the conditions that affect the way it fits together.
	6. Synthesis:	Activities calling for the generation of new ideas and solutions.
	7. Evaluation:	Activities calling for development and application of a set of standards for judging worth.
III. CLASSROOM FOCUS	8. Discussion:	Student opportunity for and involvement in class discussion.
	9. Test/Grade Stress:	High pressure to produce teacher selected answers for a grade.
	10. Lecture:	Teacher role is informationgiver with a passive, listening role for students.
IV. CLASSROOM CLIMATE	11. Enthusiasm:	Student excitement and involvement in class activities.
	12. Independence:	Tolerance for and encouragement of student initiative.
	13. Divergence:	Tolerance for and encouragement of many solutions to problems.
	14. Humor:	Allowance for joking and laughter in the classroom
	15. Ideas:	The extent to which ideas studied are valued over grades.
	16. No Enjoyment:	The extent to which students do not enjoy the ideas studied in class.

TABLE 19

Summary of Sixteen Factor Means* from First Administration
of Classroom Activities Questionnaire to Eight Groups of Differentially Gifted Students

FACTOR	Art (N_S=41,N_T=3)**	Drama (N_S=27,N_T=1)	English (N_S=65,N_T=4)	Foreign Language (N_S=31,N_T=2)	Math (N_S=60,N_T=4)	Music (N_S=67,N_T=5)	Science (N_S=55,N_T=3)	Social Science (N_S=51,N_T=3)
1. Memory	3.27	2.67	3.42	2.45	3.08	2.72	3.33	3.28
2. Translation	2.91	2.26	2.18	2.00	2.33	2.53	2.30	2.29
3. Interpretation	2.27	2.06	1.48	2.29	1.93	2.09	1.88	1.49
4. Application	1.97	1.35	2.32	2.15	2.10	1.88	1.84	1.54
5. Analysis	2.54	2.40	1.89	2.95	1.46	2.55	1.66	1.62
6. Synthesis	1.22	1.10	2.07	1.94	1.84	1.55	1.59	1.97
7. Evaluation	2.49	2.47	2.15	2.89	2.65	2.78	2.56	2.1
8. Discussion	2.86	2.61	2.52	2.91	2.75	2.71	2.69	2.51
9. Test Stress	3.55	3.57	3.76	3.31	3.57	3.39	3.52	3.4
10. No Lecture	1.31	1.73	1.99	2.87	2.50	2.35	1.56	1.65
11. Enthusiasm	1.51	1.07	1.43	2.06	1.95	1.79	1.51	1.7
12. Independence	1.44	1.56	1.38	1.87	1.41	1.57	1.13	1.22
13. Divergence	1.76	1.78	1.83	2.42	1.85	2.13	1.76	1.6
14. Humor	3.49	3.78	3.60	3.29	2.90	3.15	3.65	3.6
15. Ideas	1.12	1.00	1.06	1.26	1.25	1.19	1.05	1.12
16. No Enjoyment	3.54	3.78	3.68	3.26	3.45	3.34	3.65	3.61

*Based on four point scale 1 = Strongly Agree, 2 = Agree, etc. The lower the mean the greater the emphasis

**N_S= Number of Students, N_T= Number of Teachers

Note: See Table for a description of the Factors

TABLE 20

Summary of Sixteen Factor Means* from Second Administration
of Classroom Activities Questionnaire to Eight Groups of Differentially Gifted Students

FACTOR	Art (N_S=36,N_T=3)**	Drama (N_S=27,N_T=1)	English (N_S=64,N_T=4)	Foreign Language (N_S=31,N_T=2)	Math (N_S=56,N_T=4)	Music (N_S=63,N_T=5)	Science (N_S=55,N_T=3)	Social Science (N_S=49,N_T=3)
1. Memory	3.31	2.93	3.48	2.76	3.11	2.87	3.50	3.53
2. Translation	2.35	2.33	2.24	2.31	2.53	2.50	2.48	2.30
3. Interpretation	1.77	1.95	1.52	2.54	1.88	2.03	1.68	1.48
4. Application	1.72	1.47	1.96	2.61	2.24	1.86	1.93	1.59
5. Analysis	2.08	2.35	1.85	2.74	1.49	2.39	1.75	1.69
6. Synthesis	1.21	1.39	1.83	2.19	1.87	1.55	1.65	1.79
7. Evaluation	2.03	2.49	2.12	2.94	2.75	2.63	2.57	2.03
8. Discussion	2.55	2.46	2.56	2.89	2.72	2.67	2.57	2.47
9. Test Stress	3.28	3.55	3.65	3.34	3.50	3.36	3.51	3.53
10. No Lecture	1.31	1.54	1.84	3.00	2.30	2.15	1.32	1.69
11. Enthusiasm	1.46	1.38	1.47	2.42	2.16	1.93	1.49	1.37
12. Independence	1.38	1.74	1.44	2.13	1.43	1.54	1.13	1.31
13. Divergence	1.69	1.81	1.66	2.50	1.82	2.05	1.65	1.67
14. Humor	3.51	3.70	3.71	3.10	3.15	3.43	3.89	3.82
15. Ideas	1.23	1.22	1.11	1.32	1.27	1.27	1.11	1.18
16. No Enjoyment	3.61	3.78	3.58	2.94	3.27	3.31	3.55	3.57

**Based on four point scale 1 = Strongly Agree, 2 = Agree, etc. The lower the mean the greater the emphasis.

*N_S= Number of Students, N_T= Number of Teachers

Note: See Table for a description of the Factors.

TABLE 21

Summary of Four Major Dimension Means* from First and Second Administrations of Classroom Activities Questionnaire to Eight Groups of Differentially Gifted Students

Dimension	Art**	Drama	English	Foreign Language	Math	Music	Science	Social Science
I. LOWER THOUGHT PROCESS EMPHASIS								
First	2.82	2.33	2.54	2.25	2.44	2.44	2.50	2.25
Second	2.47	2.39	2.41	2.53	2.50	2.47	2.55	2.44
II. HIGHER THOUGHT PROCESS EMPHASIS								
First	2.05	1.83	2.10	2.48	2.01	2.19	1.91	1.86
Second	1.76	1.93	1.94	2.62	2.09	2.10	1.97	1.77
III. CLASSROOM FOCUS								
First	2.18	2.64	2.75	3.02	2.94	2.82	2.59	3.37
Second	1.57	1.58	1.47	2.28	1.96	1.94	1.39	1.45
III. CLASSROOM CLIMATE								
First	2.05	2.05	2.06	2.41	2.03	2.16	2.01	2.02
Second	1.51	1.56	1.46	2.24	1.82	1.77	1.35	1.38

*Based on four point scale 1=Strongly Agree, 2=Agree, etc. The lower the mean the greater the emphasis.
**Sample sizes of teachers and students for first and second administration can be found in Tables.
Note: See Table for a description of the Dimensions.

Description of GHP Instructional Climate: Results from Interaction Analysis

A sample of 12 audio tapes was collected from the teachers. One tape was found to be unusable. Two lessons from another teacher were used. The tapes represented "typical" classroom teaching-learning situations. A variety of areas were represented. Analysis of the tapes was accomplished through the application of Ober's (1970) Reciprocal Category System by Dr. Evan Powell of the University of Georgia. See Figure 1 for a description of the system. The RCS is a means for measuring the verbal dimensions of a classroom setting. It consists of nine verbal categories, each of which can be assigned to either teacher or student talk, and a single category for silence or confusion. Talleys for a category are made every three seconds.

The Indices. WM/CL is an index of the amount of warming done by the teacher, divided by the amount of cooling plus warming. This strange division yields an index (rather than a ratio) with a range of from zero to on (0. to 1.). A zero indicates that either there was no warming or no warming and no cooling. An index of .5 tells us that the amount of warming and cooling was equal. Indices over .5 tell us that there was more warming than cooling; under .5 tell us that the teacher cooled more than she warmed. An index of 1. tells us that where there was warming, there was no cooling. The other indices, presented below, follow the same logic. You may note that an index can be regarded as the percentage the first behavior was of both behaviors; WM/CL of .65 means that warming was 65% of warming and cooling.

AC/CR is an index comparing accepting with correcting. Teachers with an AC/CR of over .5 are accepting more than they are correcting; those under .5 correct more than they accept.

Category Number Assigned to Party 1[1]	Description of Verbal Behavior	Category Number Assigned to Party 2[2]
1	*"WARMS" (INFORMALIZES) THE CLIMATE* Tends to open up and/or eliminate the tension of the situation; praises or encourages the action, behavior, comments, ideas, and/or contributions of another; jokes that release tension not at the expense of others; accepts and clarifies the feeling tone of another in a friendly manner (feelings may be positive or negative; predicting or recalling the feelings of another are included).	11
2	*ACCEPTS:* Accepts the action, behavior, comments, ideas, and/or contributions of another; *positive reinforcement* of these.	12
3	*AMPLIFIES THE CONTRIBUTIONS OF ANOTHER:* Asks for clarification of, builds on, and/or develops the action, behavior, comments, ideas and/or contributions of another.	13
4	*ELICITS:* Asks a question or requests information about the content subject, or procedure being considered with the intent that another should answer (respond).	14
5	*RESPONDS:* Gives direct answer or response to questions or requests for information that are initiated by another; includes answers to one's own questions.	15
6	*INITIATES:* Presents facts, information, and/or opinion concerning the content, subject, or procedures being considered that are self-initiated; expresses one's own ideas; lectures (includes rhetorical questions -- not intended to be answered).	16
7	*DIRECTS:* Gives directions, instructions, order, and/or assignments to which another is expected to comply.	17
8	*CORRECTS:* Tells another that his answer or behavior is inappropriate or incorrect.	18
9	*"COOLS" (FORMALIZES) THE CLIMATE:* Makes statements intended to modify the behavior of another from an inappropriate to an appropriate pattern; may tend to create a certain amount of tension (i.e., bawling out someone, exercising authority in order to gain or maintain control of the situation, rejecting or criticizing the opinion or judgement of another).	19
10	*SILENCE OR CONFUSION:* Pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer.	10

[1]Category numbers assigned to Teacher Talk when used in classroom situation.

[2]Category numbers assigned to Student Talk when used in classroom situation.

Figure 1 -- Summary of Categories for the Reciprocal Category System.

CL/IN T represents whether a teacher Elicits more than she INforms. If you feel that a teacher should inform more than she elicits, then an index under .5 is satisfactory; however, if you feel a teacher should elicit more than she informs, an index on EL/IN T should be over .5.

AC/RJ is an index representing Accepting behaviors compared to ReJecting behaviors of the teacher. Over .5 is accepting, under .5 is rejecting.

T/S TK represents Teacher vs. Student Talk. Over .5 represents that the teacher talked more than did all of the pupils. In most classrooms, teachers talk two-thirds of the time that talking takes place.

T/S INF represents whether the Teacher or Student is the source of INFormation. Over .5 means that Teachers provide more information than do the Students.

T/S Q describes the frequency of Teacher and Student Questions. As above, over .5 means that students ask fewer questions than the teacher.

AF/CG represents Affective versus CoGnitive behaviors of the teacher, dealing with positive affect only. Over .5 means that teachers reinforced more than they gave information.

Results

A summary of the TCS categories by teacher is presented in Table 22. This table of matrix totals, expressed in percents, is a summary of the behaviors of the teachers and pupils; roughly, the totals represent the amount of time spent, or the incidence, of the behaviors listed in Table 1. The mean at the bottom reveals that the major activity was teacher initiation (Category 6), then, teacher questions (Category 4). The total in category 10 represents silence, confusion, and is, in addition, coded every time one student stops talking and another starts. Analysis of the category 10 percentage by individual teachers indicated a high degree of student-to-student talk.

TABLE 22 Summary of Percentages of Time Teachers Exhibited Categories of Ober's Reciprocal Category System*

Teacher Identification	R C S Categories																		
	Teachers									Students									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	.8	7.3	4.8	7.1	.5	4.9	.5	0.	0.	17.5	.8	2.2	1.0	1.8	6.0	44.9	0.	0.	0.
2	0.	2.1	1.2	4.5	2.6	29.8	2.0	1.6	.3	5.0	0.	1.0	.1	3.5	5.1	41.2	0.	0.	0.
3	.7	.9	.4	3.0	0.	.9	2.1	.2	0.	16.5	4.1	2.4	3.9	1.5	1.9	61.4	0.	0.	0.
4	0.	2.4	4.6	4.7	.5	21.4	.7	.2	0.	5.3	0.	1.6	3.5	.7	15.7	33.7	0.	0.	0.
5A	.3	4.5	4.5	15.6	.3	5.3	.3	0.	0.	25.9	0.	.8	.3	.3	13.4	28.7	0.	0.	0.
5B	.7	2.4	5.1	12.4	0.	.7	.2	.2	0.	20.4	.2	.7	.7	2.7	8.7	44.4	0.	0.	.2
6	0.	.7	.7	5.7	0.	1.4	.5	.2	0.	24.0	.3	2.7	2.7	4.6	4.6	48.3	0.	3.6	0.
8	.5	4.6	1.6	10.0	3.4	56.6	.5	.7	0.	8.7	.2	.2	.2	4.3	5.2	3.4	0.	0.	0.
9	.3	3.1	1.7	4.7	1.4	7.7	0.	.2	0.	13.3	.2	.3	2.4	5.9	2.4	53.3	0.	2.8	0.
10	0.	4.4	1.4	9.2	0.	1.4	1.0	0.	0.	23.7	0.	2.6	6.6	3.4	7.8	33.1	.2	4.8	.6
11	.6	4.7	6.0	9.3	1.6	6.8	.2	.6	.4	11.5	.4	1.4	5.1	2.1	6.8	37.7	0.	4.9	0.
12	0.	6.3	1.5	11.3	2.6	8.8	1.0	.8	.1	8.8	0.	.6	1.1	4.1	2.1	37.0	0.	3.7	0.
MEAN	.3	3.6	2.8	8.1	1.1	12.1	.7	.4	.1	15.0	.5	1.4	2.3	2.9	6.6	39.3	.0	1.6	.1

*See Figure 1 for description of categories.

There are some marked differences between these teachers; apparently the sampling procedure, which included one class period for each teacher, was insufficient, or, more likely, there were some large differences in the role perceptions of the teachers in the Honors Program. A good example is Teacher 8, who lectured for 56.6% of the period, in contrast to Teacher 3 who lectured less than one percent, and had 61.4% student initiation. In contrast with ordinary "good" practice in public schools, there was very much more student initiation than normal. Usually, most student talk falls into category 15, and virtually none appears in category 16, and in supportive statements such as 11 through 13. The usual trends were not observed in the present group. There is also an unusually small amount of category 6, overall, and a small amount of teacher response to student questions which implies that the teachers do not regard themselves as the source of knowledge for the pupils.

Categories 1 through 3 are under-utilized if one believes Flanders' research which shows that the most useful teacher behavior in terms of stimulating student learning is the acceptance and extension of pupil ideas. The Honors teachers are extremely low on warmth, and quite low on categories 2 and 3, accepting and amplifying pupil ideas.

The summary presented indices, Table 23, reveal that all teachers were virtually indeterminate in their WM/CL ratios: this is because they did not deal with student feelings, and did not either warm or cool the classroom climate to a great extent to warrant use of the WM/CL ratio. The second column in Table 3, AC/CR, reveals that all teachers accepted more than they are accepted, one would suppose that exceptionally able pupils could be challenged and corrected more than normal pupils, rather than less. The EL/IN index reveals quite a marked variation in teacher behavior; the mean

TABLE 23 Summary of Indices Derived From Ober Reciprocal Category Analysis (After Table 22)

Teacher Identification	WM/CL	AC/CR	EL/IN T	AC/RJ	T/S TK	T/S INF	T/S Q	AF/CG
1	1.00	1.00	.59	1.00	.31	.10	.80	.60
2	0.	.57	.13	.92	.46	.42	.56	.06
3	1.00	.82	.77	1.00	.10	.01	.67	.64
4	0.	.92	.18	1.00	.36	.36	.87	.10
5A	1.00	1.00	.75	1.00	.41	.16	.98	.46
5B	1.00	.92	.95	1.00	.27	.02	.82	.82
6	0.	.78	.80	1.00	.12	.03	.55	.33
8	1.00	.87	.15	1.00	.85	.94	.70	.08
9	1.00	.94	.38	1.00	.22	.13	.44	.27
10	0.	1.00	.87	1.00	.23	.04	.73	.76
11	.60	.89	.58	.97	.34	.15	.82	.39
12	0.	.89	.56	.99	.40	.19	.73	.36
MEAN	.55	.88	.56	.99	.34	.21	.72	.41

of .56 demonstrates that overall, teachers elicited more than they informed; teachers 2, 4 & 8 were very low in this regard. AC/RJ, the fourth index, reveals that overall the teachers were non-rejecting. The fifth index, T/S TK shows a marked variation in percentage of teacher talk. The index level of .85 for Teacher 8 indicates that this teacher talked 85% of the time, a finding paralleled in college lecture classes. The next index demonstrates as well that in Teacher 8's class, the teacher was the source of information.

The T/S Q index reveals that of the questions asked, the teachers asked most of them, except for Teacher 9. This is a strange finding in a setting where students are presumably expected to deal effectively with their own learning in the context of other students who should be expected to question and challenge them.

The final index (AF/CG) is an indication that the teachers were overall cognitively oriented, although there were some exceptions; Teachers 1, 3, 5 (in her second lesson), and 10 dealt more with affect than with cognition.

The matrices of the individual teachers have been included; ideally, each teacher should be able to examine the matrix and gain a clear picture of what in terms of the categories used, occurred during the class period. Those in charge of the program have been given a number of findings which can be compared with the goals of the program; specifically with the behavioral objectives of the teachers regarding their own teaching and the pupil's responses in the classroom setting. One straightforward statement concerning the teachers' behavior is that they were relatively unconcerned with feelings of pupils. The teacher set the norm of unquestioning discussion of cognitive material, including long expressions of pupil opinion.

When the sixteen CAQ factors are examined in terms of four major dimensions two strong trends are evident. First with only two exceptions the lower thought processes are seen to be de-emphasized as the instruction progressed through the summer. Memory translation and interpretation activities were played down, and tasks requiring high cognitive abilities were emphasized. In addition to the increased emphasis on the more complex and abstract thought processes the classroom focus was seen as moving toward more student freedom and involvement. At the end of the summer the GHP students saw their classrooms as having a strong "student" orientation. In addition there was a strong shift toward an even more relaxed, comfortable, warm, flexible and supportive classroom environment.

Summary

It was noted in Chapter 2 that GHP teachers professed a humanistic orientation in their classroom management philosophies. This philosophy was seen by students as having been operationalized to some extent. The classroom was seen as being a free and open place where complex ideas were emphasized and tests de-emphasized. An analysis of a non-representation set of interaction analysis tapes indicated that those teachers who voluntarily submitted tapes (11 tended not to be overly concerned with student feelings) and set the standards for classroom discussion but did not dominate the discussion. Teachers have a strong cognitive orientation. The ever present problem of how to resolve the trade-off between cognitive and affective learning outcomes is evident.

CHAPTER 5

PRODUCT OUTCOME EVALUATION

It was not feasible either from a financial or time standpoint to develop content achievement measures or survey instruments, nor was it possible to identify any such standardized tests which were directly relevant to the intended academic learning outcomes of the program. A variety of methods had to be custom made for data gathering purposes.

The first specialized method involved gathering judgments of students with regard to their mastery of the instructional objectives presented in Tables 1-8 in Chapter 2. In addition, they were asked to judge the degree to which the GHP had directly contributed to this mastery. These judgments (ratings of each objective on a four point scale) were gathered at approximately the four week mark and again during the seventh week.

Another source of data derived from faculty ratings of student mastery of program objectives.

A third source of data was derived from an application of the semantic differential technique (Osgood, Suci, and Tannenbaum, 1957). This technique allowed both the faculty and students to judge the worth, strength and activity dimensions of ten concepts judged to be relevant to the program by the evaluation staff. The ten concepts were: Independent Study, Governor's Honors Program, Learning, Governor's Honors Program Seminars, Academically Talented Student, Artistically Talented Student, Teachers, Dormitory Living, Textbooks, and Audio-Visual Materials. The concept of Governor's Honors Program Seminars was dropped from the analysis due to

the failure of such seminars to be realized on a program wide basis. Semantic differential data were gathered at approximately the one week and seven week marks of the program.

Two additional large scale data gathering efforts were effected. These were based on the assumption that part of the impact of the GHP would not be evident until the students and faculty had returned to their local bases of operation. Two follow-up surveys were undertaken, one of the former student and one of the former staff members.

Student Judgments of Self-Mastery of Instructional Objectives and GHP Contribution to this Mastery

Students in each area of nomination were presented with their respective instructional objectives and asked to judge both the degree to which they had mastered the objective and how influencial GHP had been in contributing to this mastery. It was assumed that changes in ratings would occur as the student progressed through the program. Two samplings were therefore taken. In addition it was assumed that if the ratings changed, relationships between mastery and GHP contribution would change. Therefore correlation between these two elements were calculated separately for each of the two samplings. Summaries of the means and standard deviations and correlations by individual objectives are presented in Appendices E &F, and it is hoped that these ratings will provide valuable input for future programs as the instructional staff begins to plan new curricula.

A summary of a composite of the ratings by area for the first and second samplings is presented in Table 24. Variations between groups, both for the initial and concluding sittings is apparent. Given that only a four point rating scale was used the concluding ratings must be interpreted as reflecting very favorably on the student and the program. If one looks at the changes, again support for the positive impact of the program is seen. The average change in the mastery ratings

TABLE 24

Summary of the Means and Correlations of Student Self-Evaluation of Their Mastery of Instructional Objectives and Program Contributions for Initial and Concluding Composite Ratings

GROUP	N	Mastery Mean	Contribution Mean	Correlation Between Mastery and Contribution
ART (20)**				
Concluding	38	3.35	2.83	.23
Initial	40	3.02	2.95	.79
Difference		+.33	-.12	-.69
DRAMA (20)				
Concluding	26	3.29	3.22	.53
Initial	25	2.82	2.95	.79
Difference		+.47	+.27	-.45
ENGLISH (10)				
Concluding	61	3.39	3.09	.62
Initial	63	3.10	2.90	.49
Difference		+.29	+.19	.19
FOREIGN LANGUAGE (11)				
Concluding	31	2.76	2.66	.42
Initial	30	2.54	2.64	.38
Difference		+.22	+.02	.05
MATH (9)				
Concluding	57	2.94	2.59	.69
Initial	57	2.82	2.62	.71
Difference		+.12	-.03	-.04
MUSIC (9)				
Concluding	63	3.51	3.60	.58
Initial	62	3.06	3.25	.49
Difference		+.45	+.35	.12
SCIENCE (9)				
Concluding	55	3.12	2.82	.66
Initial	55	2.92	2.78	.53
Difference		+.20	+.04	.20
SOCIAL SCIENCE (11)				
Concluding	42	3.43	3.05	.57
Initial	47	3.06	2.81	.50
Difference		+.37	+.24	.10

*Differences in correlations have been adjusted for differences in sample sizes

**Number of objectives in composite included in parentheses

Note: See Tables 1-8 for list of objectives

Note: Four point scale used, 4 = Complete Mastery or Contribution. . .
1 = Not Mastered or No Contribution

was +.31. All nomination areas yielded positive changes. Again given the small range, an increase of .31 is of consequence. Program contribution ratings also increased. The average change was +.14. The program was judged by the students as having significantly contributed to their mastery of the instructional objectives. The change in the correlations between the mastery and contribution ratings is interesting to note. The average change was -.07 units indicating a decrease in the relationship between ratings as the student progressed through the program. In as much as there was a significant increase in the amount of individualization of instruction and independent study throughout the summer, this change in correlation is not unexpected.

In summary it can be said with confidence that the students judged they had to a significant degree mastered the GHP instructional objectives, and that the program greatly assisted them in gaining this mastery.

FACULTY RATINGS OF STUDENT ACHIEVEMENT

As a final attempt to gather data related to student academic learning the instructional staff was asked at the conclusion of the program to rate each student on the educational objectives of his area of specialization. The staff was asked to judge each student's progress toward the mastery of each of their area objectives using the students level of ability and competence (at the out-set of GHP 1972) as a reference point. The rating scale used was as follows:

RATING SCALE FOR EVALUATING STUDENT PROGRESS

1. Very Little Progress Toward Mastery of Objective
2. Some Progress Toward Mastery of Objective
3. Average Progress Toward Mastery of Objective
4. Above Average Progress Toward Mastery of Objective
5. Maximum Progress Toward Mastery of Objective

Average ratings for students in each area by objectives are presented in Appendix G . A summary of these data is presented in Table 25 . Differences between areas are evident with an average process rating of 2.85 for Art up to 4.20 for English. In general students were judged to have made between average and above average progress over the summer. In only one instance was the rating slightly below average, and in two instances it was greater than above average. The program personnel and students should feel reasonably content with these results.

STUDENT JUDGMENTS OF IMPORTANT PROGRAM CONCEPTS

The same concepts and methodology previously described in Chapter 3 in conjunction with staff input evaluation relative to semantic differential concepts were employed with students. The intent here, however, was focused in the impact of the program on student judgments of significant GHP concepts. A semantic differential was administered approximately a week into the program and then again less than a week before it's conclusion. (See Appendix H for a copy of the Student Semantic Differential) Results of these two administrations are summarized in Tables 26, 27 , and 28 .

In Table 26 containing the results for the Evaluative dimension, it can be seen that the concepts Governor's Honors Program, Learning and Dormitory Living were judged significantly more worthwhile at the conclusion of the program relative to the initial ratings. For most students this was their first exposure to "community living", and it is interesting that they perceived it as a valuable experience. That GHP and Learning also received higher ratings at the conclusion of the program speaks well for the impact of the program.

A summary of the ratings of the nine concepts on the Potency dimension is presented in Table 27. Three concepts showed significant changes over the eight week period of the program. Dormitory Living was judged a stronger influence, but

TABLE 25

Summary of Instructor Ratings at Conclusion of Program of Student Progress Toward Mastery of Instructional Objectives

GROUP	Average Rating*	Average Standard Deviation
Art	2.85	1.1
Drama	3.60	.55
English	4.20	.70
Foreign Language	3.55	.91
Math	3.22	.89
Music	3.44	.67
Science	4.11	.89
Social Science	3.73	.73

* Five point scale 5 = Maximum Progress . . . 1 = Very Little Progress

TABLE 26

Summary of Evaluation Dimension Means, Standard Deviation and Correlations of Nine Semantic Differential Concepts from Middle and End of Program Administrations (N=306)

CONCEPT	MIDDLE OF PROGRAM Mean	MIDDLE OF PROGRAM Standard Deviation	END OF PROGRAM Mean	END OF PROGRAM Standard Deviation	CORRELATION BETWEEN MIDDLE AND END RATINGS
1. Independent Study	23.06	4.20	23.38	3.76	.39
2. Governor's Honors Program	23.42	4.27	24.31*	3.86	.42
3. Learning	23.92	4.11	24.50*	3.26	.24
4. Academically Talented Student	22.17	4.69	22.44	4.65	.44
5. Artistically Talented Student	22.75	4.33	22.65	4.42	.49
6. Dormitory Living	20.73	5.80	21.83*	5.43	.39
7. Audio-Visual Materials	21.22	4.80	20.57	4.96	.35
8. Teachers	24.10	4.28	23.86	4.47	.44
9. Textbooks	17.94	5.73	17.51	5.64	.20

* This mean significantly higher, $p < .05$

TABLE 27

Summary of Potency Dimension Means, Standard Deviation and Correlations of Nine Semantic Differential Concepts from Middle and End of Program Administrations (N=306)

CONCEPT	MIDDLE OF PROGRAM Mean	MIDDLE OF PROGRAM Standard Deviation	END OF PROGRAM Mean	END OF PROGRAM Standard Deviation	CORRELATION BETWEEN MIDDLE AND END RATINGS
1. Independent Study	19.29	3.91	19.80	4.31	.37
2. Governor's Honors Program	20.98	3.93	20.93	4.16	.43
3. Learning	21.72	4.15	21.52	4.15	.30
4. Academically Talented Student	19.82	4.49	19.77	4.58	.39
5. Artistically Talented Student	19.20	4.21	19.17	4.65	.50
6. Dormitory Living	17.84	4.28	18.68*	4.53	.40
7. Audio-Visual Materials	17.97*	4.35	17.06	4.50	.29
8. Teachers	20.16	3.99	19.95	4.63	.40
9. Textbooks	18.14*	5.09	16.96	5.25	.14

* This mean significantly higher, $p < .05$

TABLE 28

Summary of Activity Dimension Means, Standard Deviation and Correlations of Nine Semantic Differential Concepts from Middle and End of Program Administrations (N=306)

CONCEPT	MIDDLE OF PROGRAM Mean	MIDDLE OF PROGRAM Standard Deviation	END OF PROGRAM Mean	END OF PROGRAM Standard Deviation	CORRELATION BETWEEN MIDDLE AND END RATINGS
1. Independent Study	21.27	4.78	21.60	4.82	.42
2. Governor's Honors Program	22.72	4.66	23.78*	4.28	.39
3. Learning	22.92	4.63	23.52	4.49	.31
4. Academically Talented Student	23.09	4.80	23.04	4.99	.45
5. Artistically Talented Student	22.32	4.66	22.44	4.52	.39
6. Dormitory Living	18.47	6.09	20.36*	5.84	.52
7. Audio-Visual Materials	19.61	5.46	18.83	5.40	.33
8. Teachers	23.01	4.80	23.01	4.94	.42
9. Textbooks	15.86	6.16	15.95	6.02	.26

* This mean significantly higher, $p < .05$

Audio-Visual Materials and Textbooks as less. Little emphasis is placed on formal textbooks in the program and this fact might account for the lower ratings at the end of the program. The importance of the dormitory living experience is again underscored. The ratings of Audio-Visual Materials may have implications for future programs.

The concept ratings presented in Table 28 for the Activity dimension again confirm the perceived significance of GHP and Dormitory Living.

It is apparent from the application of the semantic differential that the concepts of Dormitory Living and Governor's Honors Program reflected the greatest amount change in the meanings ascribed to them by students.

Convergence of Staff and Student Semantic Differential Ratings

An evaluation question of secondary importance related to the degree to which ratings of the nine central concepts on the semantic differentials for the instructional staff and students converged. It will be remembered that approximately a week and half into the program a semantic differential was administered to both the instructional staff and students. Approximately three days before the close of the program a second administration of the student semantic differential was accomplished. Convergence between the ratings would be indicated by an increase in the correlation between staff and student orderings of the concepts on the basis of mean ratings. Sparman Rank Order Correlations were therefore calculated with the following results:

	Evaluation Dimension	Activity Dimension	Potency Dimension
Staff with Initial Student Orderings of Nine Concepts	.84	.83	.87
Staff with Final Student Orderings of Nine Concepts	.93	.95	.79

In two of three instances the correlations increased. These data are interpreted as supporting the conclusion that there is a convergence of the meanings assigned to

central program concepts between staff and students as a result of an intense eight week instructional program.

QUESTIONNAIRE SURVEYS

In an effort to secure data and information directed toward the specification of recommendations for GHP revision, modification and/or expansion an extensive survey was mounted. Four target populations were involved. They were (1) current GHP staff, (2) former GHP staff, (3) current GHP student participants, and (4) former GHP participants. A single questionnaire was developed for the present and past instructional staff groups (See Appendix I for a copy of the Governor's Honors Program Instructor Follow-Up Questionnaire). A separate inventory was constructed for the current GHP students and for the former attendees (See Appendices J , and K for a copy of these questionnaires).

GHP Evaluation by Current and Former Staff Personnel

The staff questionnaire contained, in addition to twenty item rating scales covering a variety of aspects of the program, requests for suggested changes. Responses were available from 29 of the current staff and 36 former members. It should be noted, however, that some 13 members of the current group were also repeaters. Some bias in the sample of former staff members is noted as originally invitations were sent to approximately 215 previous staff members to participate in the survey, but only 36 usable returns were received. A summary of the means for the twenty rating items (Questions 3-22) for the two staff groups is presented in Table 29 . The suggested changes derived from open-ended questions have been incorporated into the recommendations of Chapter 6. The data of Table 29 reflect at least two major trends. First the ratings (on a five point scale) are relatively high, and second the current and former staff members rated the items at a similar level. Considering both groups together it can be seen that judged of particular value were (1) overall

TABLE 29

Average Ratings* of 1972 GHP and
Former Staff Personnel on End-of-Program Questionnaire

Question	1972 (N=29) Mean	Former Staff (N=36) Mean
3. Value of overall objective of program	4.37	4.27
4. Accomplishment of personal instructional objectives	3.89	3.88
5. Suitability of student selection method	3.39	3.21
6. Suitability of instructional methods	4.12	4.03
7. Influence on local situation	3.65	3.64
8. Program on making positive change in student attitude	4.21	4.03
9. Suitability of facilities and equipment	3.46	3.50
10. Influence of facilities and equipment on teaching	3.73	3.81
11. Influence of program on personal instructional methods	3.79	3.81
12. Ability to maintain ideal classroom atmosphere	4.08	4.04
13. Influence of GHP on local subject matter	3.85	3.63
14. Influence of GHP on local instructional methods	3.81	3.76
15. Effectiveness of GHP administration	3.79	3.66
16. Effectiveness of organization	3.75	3.94
17. Change of instruction toward positive attitude of gifted	4.19	4.17
18. Usefulness of special events	4.04	4.08
19. Usefulness of seminars	3.27	3.41
20. Opportunity for student-student interaction	4.50	4.53
21. Opportunity for student-instructor interaction	4.19	4.50
22. Student perception of overall value of GHP	3.96	4.03

*1 = Extremely poor, . . . 5 = Excellent

value of the program, (2) opportunity for student-student and instructor-student interaction, and (3) change in attitude toward more positive acceptance of the gifted. Moderately rated were the influences of GHP on regular school year and local instructional curricula and methodology. The relatively low rated items were (1) usefulness of seminars, and (2) suitability of student selection method.

GHP Evaluation by Current Student Participants

The questionnaire for current student participants is similar in content and construction to the staff questionnaire. Approximately three days before the close of the program this questionnaire was administered to all students. In addition to the 15 general questions to be rated (See Table 30) a set of eleven questions requested students to make comparisons between GHP and their regular schools (See Table 31). Looking first at Table 30 , similarities between the staff ratings and student judgments are evident. The opportunity for student interaction, movement toward more positive attitude toward learning and general overall value of GHP (Question 12) were highly rated. Lower on the scale were usefulness of seminars and appropriateness of administration. Suitability of selection method was moderately evaluated.

When asked to make comparison between GHP experiences and opportunities and those available in their regular school settings, GHP came out the winner in nine out of eleven instances. The relevant data are presented in Table 31 .

In addition to the data just summarized a random sample of 50 student questionnaire was selected for a content analysis of the free-response questions. The resulting data were used as inputs for the recommendations described in Chapter 6.

GHP Evaluation by Former Students

Mailing lists for the GHP groups of 1964 through 1971 were secured and postcard invitations sent to request participation in a follow-up survey. Out of

TABLE 30

Summary of Ratings* to Questions 1-15 of Governor's Honors Program Participant End of Program Questionnaire 1972 Group

QUESTIONS	Mean Rating	Standard Deviation
1. Suitability of selection method	3.51	.90
2. Suitability of instructional method	4.01	.81
3. Appropriateness of administration	2.97	1.07
4. Appropriateness of organization	3.65	.87
5. Contribution of GHP toward positive attitude toward learning	4.18	.96
6. Helpfulness of counseling program	3.84	1.05
7. Effectiveness of physical education program	3.56	1.21
8. Usefulness of seminars	2.85	1.19
9. Usefulness of special events	3.75	1.09
10. Opportunity for student interaction	4.46	.79
11. Opportunity for interaction with teachers	3.96	.94
12. Degree to which GHP met your immediate educational needs	4.13	.91
13. Agreement of program and personal goals	3.89	.84
14. Extent of self-reported mastery of objectives	3.70	.73
15. Program contribution to mastery	3.79	.85

* Five point rating scale used: 5 = Excellent, 4 = Above Average, 3 = Acceptable, 2 = Below Average, 1 = Extremely Poor

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Summary of Responses to Comparative Questions (16-26)
of Governor's Honors Program Participant End-of-Program Questionnaire

Question	G. H. P. YES Frequency	G. H. P. Responses* Percent	REGULAR SCHOOL YES Frequency	REGULAR SCHOOL Responses* Percent	NO DIFFERENCE YES Frequency	NO DIFFERENCE Responses* Percent
16. Which holds the student more responsible for work?	89	23	250	66	34	9
17. In which do students try out their own ideas more?	346	91	17	4	9	2
18. In which is more time wasted?	29	8	259	68	85	22
19. Which has the more helpful counseling program?	254	67	37	10	82	22
20. Which is more effectively organized?	232	61	44	12	95	25
21. Which has the more effective administration?	159	42	86	23	127	33
22. Which physical education program offers more worthwhile activities?	282	74	34	9	56	15
23. Which provides more master teachers with the highest ability to teach?	333	87	11	3	30	8
24. Which provides a greater opportunity for close contact with teachers?	256	67	45	12	72	19
25. Which provides a greater opportunity for close contact with students?	300	79	22	6	51	12
26. Which shows greater concern for students and their problems?	231	61	27	7	108	28

*Percents do not sum to 100 due to incomplete data for some questions.

an initial mailing of approximately 3100 cards, positive responses were received from approximately 1300. Due to time and financial constraints it was decided that only 500 questionnaires could be mailed and processed. A random sample of 500 was therefore selected from the approximately 1300 which said they would fill out a questionnaire. In addition a random sample of 50 was selected from the 500 for content analysis of the open-ended questions for recommendations. Unfortunately, only 310 usable questionnaires were returned. These were nevertheless analyzed both for the recommendations they might contain as well as the ratings of a number of questions statements. It should be noted, however, that this approximately 60% return represents a biased sample of respondents. Unfortunately, it is biased to an unknown degree. The recommendations denied from the questionnaires are summarized in Chapter 6. Ratings for questions 4-23 of the Follow-Up Questionnaire are summarized in Table 32. These data are difficult to interpret not only because of the possible bias in the sample, but also because of the similarity in the average rating for each of the 20 questions. There is only a span of 1.3 points between the highest and lowest rated items. The variability for a given item however,is relatively large giving the impression of differences of opinion on any given question. Interpretation by looking at relative rankings of the statements is perhaps the most reasonable approach. Relatively lowly rated were questions concerning (1) the influence of the G.P on vocational choice and (2) helpfulness of the counseling program. Highly rated were statements related to (1) opportunities for students interacting with other students, and (2) the value of the program in terms of fulfilling their immediate needs at the time they attended the program.

TABLE 32

Summary of Ratings* to Questions 4-23 of
Governor's Honors Program Participant Follow-Up Questionnaire

	QUESTIONS	Mean Rating	Standard Deviation
4.	Degree to which program was beneficial in subsequent academic course selection	3.87	.98
5.	Degree to which program influenced decision to attend college	3.68	1.19
6.	Degree to which program was beneficial in helping choose a college major if attended college	3.58	1.24
7.	Degree to which program was beneficial in vocational choice	3.28	1.19
8.	Suitability of selection methods	3.70	1.06
9.	Suitability of Instructional methods	4.23	.94
10.	Appropriateness of program administration	3.46	1.05
11.	Influence program had on your ability to make contributions to or initiate changes in your local school program	3.29	1.30
12.	Contributions program made toward a positive change in your attitude toward learning.	4.31	.97
13.	Helpfulness of counseling program	3.25	1.22
14.	Effectiveness of the physical education program in teaching you games or other recreational activities which you did not have the opportunity to learn in your high school	3.65	1.22
15.	Usefulness of the seminars	3.44	1.28
16.	Usefulness of special events	4.34	.89

TABLE 32 (Cont'd)

Summary of Ratings* to Questions 4-23 of
Governor's Honors Program Participant Follow-Up Questionnaire

QUESTIONS	Mean Rating	Standard Deviation
17. Opportunity for student interaction	4.55	.80
18. Opportunity for interaction with teachers	3.99	.99
19. Overall rating of program in fulfilling then immediate needs	4.50	.89
20. Overall rating of programs in fulfilling ultimate goals	4.13	.97
21. Degree to which program objectives were in agreement with personal objectives	4.06	.92
22. Extent to which you mastered the objectives of the program	3.70	.94
23. Extent to which program contributed to your mastery of the program objectives	3.89	.97

*Five point rating scale used: 5 = Excellent, 4 = Above Average, 3 = Acceptable, 2 = Below Average, 1 = Extremely Poor.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

In this final chapter a brief summary of the conclusions derived from data gathered during the Summer of 1972 will be presented. In addition recommendations touching on all aspects of the GHP will be presented. These recommendations are based for the most part on samples of staff and student suggestions derived from their free-responses to open-ended inquiries contained in follow-up questionnaires.

CONCLUSIONS

The following conclusions are judged to be warranted by the GHP Evaluation Staff.

(1) The general objectives of the GHP show a high degree of congruence with the intents of students attending the program.

(2) The GHP staff is a highly motivated and for the most part highly qualified and experienced group of professionals. The ratio of males to females is about two to one.

(3) The instructional staff reflects a highly humanistic orientation situation, and have general philosophies which experts would consider to have the greatest potential in fostering creative abilities

(4) The "average" 1972 GHP student is almost seventeen years old, possesses an excellent academic and test performance record, comes from a moderately large intact family where the middle-aged parents are very well educated. It might be suggested that many of the students in attendance might be characterized as

being High Achievers, in addition or rather than gifted or talented.

(5) A number of personality characteristics were found to differentiate members of the eight nomination groups. Math and Science groups were found to be more reserved, detached, and critical. Drama and Social Science groups were found to be more assertive. Art and Foreign Language groups described themselves as more dependent and sensitive. Science students saw themselves as experimenting. Social Science participants scored higher on measures of shrewdness and analytical orientation. Many differences were also noted when the combined Artistic groups (Art, Drama, and Music) were contrasted with the Academic groups (Foreign Language, English, Math, Science and Social Science).

(6) Results indicated that Social Science, Art and Science groups reflected significantly great creative personalities.

(7) Life history data were found to discriminate among some of the gifted student groups. For males it was found that the students tended to characterize their own backgrounds as follows:

Art - Less intellectually inclined, socially introverted and reported sibling friction.

Drama - Less concern with intellectuall pursuits and reported sibling friction.

English - Lower positive academic attitude.

Math - High degree of social introversion.

Music - Lower concern with intellectual activities and less sibling friction.

Science - Fairly high degree of social introversion and low positive academic attitude.

Female GHP students tended to describe their life histories as follows:

Art - Low positive academic experience but a high degree of scientific artistic interests.

Drama - Low positive academic experiences but high social leadership.

English - High social leadership expression, both high cultural-literary and scientific-artistic interests, but greater difficulty in coping with stressful situations.

Music - Low frequency of positive academic experiences.

Science - High scientific-artistic interests.

Social Science - High Cultural-literary interests.

(8) In comparison with an average ability group the following significant differences were noted on the following life history scales for the Artistically Talented (Art, Drama, Music) and Academically Talented (Foreign Language, English, Math, Science, and Social Science)

Male Artistic Students - Higher scores on Intellectualism, Socioeconomic Status, Positive Academic Attitude, Athletic Interest and Social Desirability, and lower scores on Sibling Friction.

Male Academic Students - Higher scores on Intellectualism, Academic Achievement, Social Introversion, Scientific Interest, Socioeconomic Status, Religious Activity and Social Desirability, and lower scores on Sibling Friction.

Female Artistic Students - Higher scores on Maternal Warmth, and "Daddy's Girl", Social Leadership, Academic Achievement, Cultural-Literary Interests, Scientific-Artistic Interests, Socioeconomic Status, and lower scores on Popularity With Opposite Sex, Athletic Participation and Maladjustment.

Female Academic Students - Higher scores on academic achievement, Cultural-Literary Interests, Scientific-Artistic Interests, Socioeconomic Status, and lower scores on Parental Control, Positive Academic Attitude, Athletic Participation and Maladjustment.

(9) It is evident that GHP students come from homes that the students describe as having relatively high socioeconomic status, i. e. high educational and occupational level of father, high family income and social class, and high parental educational level.

(10) Student judgments of their mastery of selected relevant instructional objectives indicated a significant gain over the summer program.

(11) Students judged GHP to have significantly contributed to their mastery of the instructional program.

(12) The instructional faculty judged that the students made from average to above-average progress toward mastery of relevant instructional objectives.

(13) The concepts of "Dormitory Living" and "Governor's Honors Program" were evaluated by students as having made the greatest positive change in their thinking during the summer experience.

(14) There was a convergence over the eight week period in the ways concepts central to the program were evaluated by students and the instructional staff.

(15) Current and former GHP staff members evaluated quite favorably (1) the over-all value of GHP, (2) the opportunity for student-student and instructor-student interaction, and (3) their positive change in attitude toward the gifted. Less well evaluated were (1) usefulness of program wide seminars, and (2) suitability of student selection method

(16) 1972 students evaluated highly (1) over-all value of GHP, (2) opportunity for student interaction, and (3) movement toward a more positive attitude toward learning. Less highly valued were (1) appropriateness of administration and (2) usefulness of seminars.

(17) When asked to make comparisons between their GHP experiences and opportunities and those available in their regular school students judged GHP the winner in seven out of nine instances.

(18) Evident throughout the data gathered from both students and staff was a desire to increase the participation of students from minority groups, underprivileged areas, and small schools.

(19) The GHP teacher was seen by his students as (1) cognitively oriented, stressing complex mental abilities, (2) providing a relaxed, open, supportive and "happy" environment.

(20) Analysis of a highly select set of classroom interactions indicated that teachers (1) were not overly concerned with student feelings, and (2) set the norm for stimulating discussions of complex and abstract ideas.

(21) Responses from former GHP participants indicates that they rate highly the opportunity they had to interact with other students and the degree to which the program met their immediate needs while they were in attendance. Relative to these they felt that the counseling program and the influence GHP had on their vocational choice were not strong.

In summary it may be said that the general thrust of the program has successfully aimed at providing an enrichment experience for talented adolescents. The program has been less successful in (1) providing innovative impetus toward the local development of methods and materials for the gifted, (2) offering a training ground for prospective teachers and counselors of the gifted, and (3) undertaking a meaningful and continuous program of relevant research.

STAFF RECOMMENDATIONS CONCERNING STUDENT SELECTION

The staff recommendations (for the combined current and former staff groups) are generally of two types. The recommendations are grouped as either general or specifically related to an element of the program. An arbitrary decision was made to present only recommendations reported by at least five percent of the respondents. Following each recommendation is the percent of the total group (65) making the suggestion. It should be noted that the percentages in most cases are small as the total number of suggestions was quite large and there was not a great deal of agreement among the respondents.

General Staff Recommendations Concerning Student Selection

(1) Greater participation by minorities (9%)

(2) Eliminate quota system (6%)

(3) Increase number of students from underpriviledged areas and schools (6%)

(4) Instructional staff should be involved with evaluation of applicants at the outset (5%)

(5) The characteristics of maturity, responsibleness and general personality should receive greater weight than is presently the case (5%)

Specific Staff Recommendations for Student Selection by Nomination Area

Representation from all areas did not submit recommendation.

Visual Arts

(1) The number serving on the selection committee be reduced to three members of the Art staff.

(2) The same number of artistically talented be selected as academically talented.

(3) Eliminate the personal interview for semi-finalists and in its place have students (a) submit ten representative slides of their work (b) a three minute tape on the past art plays in their everyday lives, and (c) solicit a statement from their local teachers concerning their work habits, personal involvement in work, relationship to peers, and tentative plans for the future.

English

(1) Nominees be told earlier in the school year that a sample of their creative writing will be required for the interview.

(2) The most experienced personnel who have worked with gifted are needed for the selection committee.

Math

(1) The preliminary questions (on the interview sheet) could be filled out by the student while he is waiting to be interviewed. Then the interviewer could discuss his responses with him during the interview.

(2) It is suggested that the following items be left out of the rating scores: number of math courses, geometry, class rank.

(3) The following weights are considered for the other items: non-verbal I.Q. - 5, achievement score - 5, math grades - 3, over-all grades - 2, teacher's letter - 5, interview - 10.

Music

(1) Quota system be discarded. As a second choice at an established cut off date, quotas not used by school systems be released to school systems with more potential nominees.

(2) Individual school quotas should be allotted in consideration of the performing areas offered in the local school (band - orchestra - chorus - keyboard, etc.).

(3) Selection Committee: (a) Needs to be briefed prior to auditions, (b) Physical operation of tryouts should be much better organized, (c) Interviewer should be knowledgeable of program operation, (d) Local teachers, who nominate, should be made aware of type of student needed, (e) Kalrasser Test should be used in place of present exam, and (f) Final

selection specialist should be very knowledgeable of program (past or future staff members) and have someone present able to interpret Cognitive Abilities Test information.

Science

(1) Interviews should be continued.

(2) Closer attention will have to be given to the proposals submitted by the prospective participants.

(3) Choice of the selection committee should be carefully considered to insure that the members understand the aims of the program and can relate to prospective participants.

Social Science

(1) Selection committee should be composed of three members all of whom interview all semi-finalists.

STAFF PROGRAM RECOMMENDATIONS

In addition to suggestions for revising the student selection procedures, recommendations regarding a variety of dimensions of GHP were solicited from the 1972 and former staff members. Again only those recommendations and suggestions reported by at least 5% of the respondents are presented.

General Recommendations By Current and Former Staff Members

(1) More communication and interaction between departments, across disciplines, between teachers and administration, between students and all of the above (63%).

(2) Suggested changes in organization patterns (Interdepartmental activities, team teaching, contract teaching, peer assistance, re-organization in general) (54%).

(3) Reassessment of present equipment, supplies, and provision of more funds, materials, equipment, etc. (54%).

(4) More participation by students in various aspects of program (32%).

(5) More pre-planning time (28%).

(6) More time during program for such things as individual conferences with students, time for study in major areas, etc. (25%).

(7) More selection of students from minority groups, underpriviledged areas, and small schools (18%).

(8) Suggested increase in administrative base (including new personnel, secretaries, aids, etc.) (17%).

(9) Earlier selection of staff and provision of pre-training program (14%).

(10) The rescinding of dress codes and "small" rules and regulations (12%).

(11) Need for some method of continuous assessment (8%).

Specific Staff Program Recommendations by Current and Former Staff Members

Following are detailed suggestions for changes in the GHP which were recorded on the GHP Instructor Follow-Up Questionnaire. Again the criterion of having at least 5% of the respondents in agreement with the suggestion was applied. These comments were made as a result of the specific statements on the questionnaire.

Accomplishment of Program and Staff Objectives

(1) More pre-planning time (8%)

(2) More counseling and planning time during program (8%)

(3) Provisions of more funds, materials, and supplies (5%)

(4) More participation by students in (a) administration, and (b) subject areas other than their own (8%)

(5) More time should be spent by students in major area (8%)

Suitability of Instructional Methods for GHP Students

(1) More pre-planning time, both individual and group (8%)

(2) More of a shift from teacher oriented beginnings to independent study, peer instructional assistance, contract teaching and peer evaluation (5%)

Contribution to, or Initiation of Change in Local School Programs

(1) Introduction is difficult as local schools are rigid and unflexible and not open to change (6%)

Contributions of Program Toward Making a Positive Change in Student Attitude Toward Learning

(1) Move away from strict rules on dress codes, and "small" rules in general (5%)

Suitability of Facilities and Equipment Available in Teaching GHP Students

(1) More money for materials (11%)

(2) Make available Ditto machines, Xerox copiers, Off-set press, Projectors, AV equipment, potters wheel, kiln, etc. (12%)

(3) Heat and humidity - how about quiet air conditioning (5%)

(4) More desk calculators and computer facilities: Expanding library facilities (5%)

(5) More lab materials equipment for science (6%)

Influence of Program on Changes in Your Instructional Methods During Program

(1) More time needed for individual conferences with students (5%)

Ability to Maintain an Ideal Classroom Atmosphere for GHP Students

(1) Reduction in teacher-pupil ratio (8%)

Influence of Program in Making Significant Change in Your Instructional Method upon Returning to Local Situation

(1) GHP has had small influence (8%)

(2) GHP has had great influence (14%)

Effectiveness of the Administration of the Program

(1) Earlier employment of staff (6%)

(2) More time for pre-planning (8%)

(3) Have a wider variety of staff from year to year (5%)

The Effectiveness of the Organization of the Program

(1) The appointment of three people (a) curriculum specialist, (b) special events, seminar and activities specialist, (c) house-keeping person (5%)

(2) Utilization of cross-discipline areas and planning such as humanities, environment studies, etc (6%)

Usefulness of Special Events

(1) Better advance planning and greater variety (6%)

(2) Additional enrichment needed (5%)

Usefulness of Seminars

(1) Topics of discussion should be decided upon by students and staff working together in committees (6%)

(2) Let students aid in selecting speakers (6%)

(3) Seminar groupings should be changed once or twice a summer (5%)

Opportunity for Students to Interact with Each Other

(1) More inter-action among disciplines or departments (8%)

Opportunity to Interact with Teachers

(1) All faculty members should be available to GHP students at times other than Introduction and Seminars (including weekends) (6%)

Student Perception of Overall Value of GHP

(1) Realization of value really comes after the attainment of more maturity (6%)

(2) Freedom to pursue their own special interests is really the primary value (5%)

(3) GHP causes dissatisfaction with program offered at local high school (8%)

(4) Opportunity to converse with peers with similar interests is of great value (5%)

Two Things Most Beneficial about GHP

(1) Student interaction with others of like ability (63%)

(2) Academic freedom for students and for staff (20%)

(3) Opportunity to conduct an indepth study in area of special interests (32%)

(4) Teacher and student relationships (23%)

(5) Freedom for the teacher to work for the best of each student (6%)

(6) Quality of staff (6%)

(7) Opportunity for experience in leadership roles (5%)

(8) Self-directed study (12%)

(9) Effect on local school (8%)

(10) Introduction of new ideas and areas of interest (12%)

(11) Absence of grade, report cards, and parental pushing (8%)

(12) Recognition of self knowledge (6%)

(13) Encouragement of creative thinking (5%)

Two Things LEAST Beneficial About GHP

(1) Lack of time and money for pre-planning (5%)

(2) Rules and regulations (dress codes, etc.) (9%)

(3) Lack of student involvement in making decisions including planning (6%)

(4) Student selection (5%)

(5) Too few from minority groups (6%)

Summary

A number of comments were repeated throughout the staff recommendations. These appear to be related to (a) the great value of student interaction, (b) the desire for more pre-planning time for staff, (c) the need for more monies for equipment and supplies, (d) the tremendous value of allowing students to undertake self-directed exploration into new areas and ideas, (e) the desirability of reappraising the rules and regulations, particularly in regard to dress codes, and (f) the desirability of greater student involvement at appropriate and relevant points in the program.

STUDENT PROGRAM RECOMMENDATIONS, COMMENTS AND SUGGESTIONS

The real impact of the program was experienced by the students. It was obvious that the most relevant suggestions for modifications of GHP would come from these first hand sources. Toward that end a questionnaire was administered to all 1972 GHP attendees and a sample of previous participants. With regard to the previous attendees a postcard invitation was mailed to approximately 3200 former GHP students to participate in our survey. Positive responses were received from approximately 1500. Due to time and financial contraints only 500 of the former participants could be surveyed.

A random sample of 500 was, therefore, drawn from the 1500. The following analysis from the free response position in the questionnaire was based on a sample of 50 of these 500. With respect to the 1972 GHP students a random sample of 50 questionnaires was selected for content analysis. Only those comments, suggestions and recommendations made by at least 5% of the combined respondents are reported here.

General Recommendation by Combined Former and 1972 Student Groups

(1) Making activities, classes, cultural events, etc., less manditory (92%)

(2) Responses in reference to less restriction and fewer rules (90%)

(3) References to more time being needed (66%)

(4) Freer learning environment with more individual attention (46%)

(5) More student involvement in the total program (42%)

(6) More independent study (30%)

(7) References to more variety of things to do and study (20%)

(8) Reduction of pupil-teacher-counselor ratio (19%)

(9) The inclusion of more blacks and other minorities, more varied socio-economic groups (10%)

Specific Recommendations and Suggestions by Combined Former and 1972 Student Groups

Methods By Which Participants Are Selected

(1) The inclusion of more blacks and other minorities, more varied socio-economic groups (10%)

(2) More importance should be given to the interview (6%)

(3) All schools choose nominees the same way (6%)

Suitability of Instructional Methods

(1) More student involvement in teaching and planning (6%)

(2) More time for specialized areas (6%)

(3) Self Direction (6%)

Appropriateness of the Administration of the Program

(1) Fewer rules, such as hair length, curfew, required dress, modification of dormitory rules (52%)

(2) A House of Representatives for students to help govern GHP (6%)

Contributions the Program Made Toward a Positive Change In Your Attitude Toward Learning

(1) More active and interested in learning (42%)

(2) The teachers were the influential factors (6%)

(3) Broader range of experiences (8%)

(4) Free to learn (no grades) (16%)

(5) Made me do more learning and thinking on my own (6%)

(6) Too much regimentation and boredom (6%)

Helpfulness of the Counseling Program

(1) Counselors should have enough time to get to know students, they seemed to be too busy (20%)

(2) Personality, career, and other tests were interesting! (6%)

(3) Helpful (10%)

(4) More counseling the first few weeks, not the last few (8%)

(5) More individual counseling, more often (16%)

(6) Discussion groups with counselors (8%)

Effectiveness of Physical Education Program in Teaching You Games Or Other Recreational Activities Which You Did Not Have The Opportunity To Learn In Your School

(1) Make physical education voluntary (36%)

(2) Keep dance program forever (6%)

(3) Too little time, allow students to choose one or two sports to concentrate on (10%)

Usefulness of Seminars

(1) More Seminars (20%)

(2) Should have some seminars!(24%)

(3) Ask students for ideas or let them lead seminars (14%)

(4) Too many drug seminars (8%)

(5) All seminars should not be manditory (6%)

(6) More care in the selection of leaders (6%)

(7) Do not dwell on any subject for more than two seminars (6%)

Usefulness of Special Events

(1) They should not be manditory (42%)

(2) No required dress (12%)

(3) More speakers, films, variety (16%)

(4) Concerts are just too long (14%)

(5) Ask students or finalists for the program to submit a suggested list of speakers, etc. (6%)

Opportunity For Interacting With Other Students

(1) No curfew or at least a later curfew (12%)

(2) More free time (10%)

(3) More visitation between dorms (6%)

(4) More non-required social activities (8%)

(5) Less regimentation and fewer rules (10%)

Opportunity For Interaction With Teachers

(1) Teachers should be more available, other than class time (20%)

(2) More interaction with teachers on a personal basis (8%)

(3) Reduce teacher-pupil ratio (6%)

Extent To Which You Mastered the Objectives of the Program

(1) More explanation of the objectives of the program to the students (10%)

Specific Comments By Only Former GHP Students

Degree to Which the Program Was Beneficial in Your Subsequent Academic Course Selection

(1) GHP influenced choice of college major (20%)

(2) Courses in program were excellent preparation for courses in my area in college (10%)

(3) GHP was influential in continuance of my education (8%)

Degree to Which Program Influenced Your Decision to Attend College

(Most students indicated that this decision had already been made)

(1) Gave a good picture of what college would be like (10%)

(2) Found out that learning could be enjoyable (10%)

Degree to Which the Program Was Beneficial in Helping You Choose A College Major

(1) Better idea of what majoring in a specific area would be like (20%)

The Degree to Which the Program Was Beneficial In Helping You Choose A Vocation

(1) Influenced me to become an educator (8%)

Influence Which the Program Had on Your Ability to Make Contributions to or Initiate Changes in Your Local School Program

(1) Schools should be more receptive to constructive criticism and change (18%)

(2) Ideas at GHP on how to make changes without offending (6%)

(3) More realization by the schools that GHP has provided an experience to be shared (6%)

What Two Things Were MOST Beneficial About GHP

(1) Contact with different individuals with both different and similar interests (68%)

(2) Independent and indepth study (24%)

(3) The teachers (18%)

(4) Cultural events, films, speakers, etc., (16%)

(5) Freedom to broaden interests (10%)

(6) Right to select a minor (6%)

What Two Things Were LEAST Beneficial About GHP

(1) Lack of personal freedom and non-essential rules (44%)

(2) Seminars and speakers (Manditory attendance) (28%)

(3) Sports program (18%)

(4) Lack of variability and guidance with respect to minor areas (8%)

Academic Honors and Awards Received

(1) College Fellowships and Scholarships (54%)

(2) High School awards (42%)

(3) Dean's list at college (38%)

(4) Member of College Honor Societies (34%)

(5) National Merit Semi-Finalist and Finalist (8%)

(6) National Merit Scholarship (8%)

(7) Graduated Magda Cum Laude from college (6%)

(8) Letter of commendation from National Merit Scholarship (6%)

(9) High School Who's Who (6%)

(10) University of Georgia Certificate of Merit (6%)

Summary

A number of student comments appeared with high frequency. Among these were statements related to (a) the desirability of reducing the degree of restriction and number of rules and regulations; (b) the desirability of greater student representation in GHP related decision making activities (non-policy related); (c) the desirability for more free time; (d) the significant influence teachers had on the participants; (e) the desirability for greater contact with couselors and (f) the positive impact the program had on students as a preparation for college. It was noted that considerable academic honors have been received by former GHP students.

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APPENDIX A

Selection and Interview Forms for Nomination Area Committees

ED 073146

TM 002 392

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Division of Elementary and
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Instructional Leadership Services

Jack P. Nix
State Superintendent of Schools

SCIENCE INTERVIEW SUMMARY SHEET

I. Evidence of Science interest.

Academic and professional. _____

_____

_____

Hobbies; literature preference _____

_____

_____

Others. _____

_____

II. Expectations from GHP.

Why go? _____

_____

_____

What will interviewee expect to do there? _____

_____

_____

III. Evidence of past interest in Science.

Fairs and Projects _____

_____

_____

SCIENCE INTERVIEW SUMMARY SHEET
Page 2

III. Evidence of past interest in Science (continued)

School extracurricular activities in science. _____

_____

_____

Non-school activities in science. _____

_____

_____

IV. Other comments and observations of interviewer. _____

_____

_____

_____

_____

_____

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INTERVIEW FORM FOR CANDIDATES IN MUSIC FOR THE GOVERNOR'S HONORS PROGRAM

Name _____ Nomination No. _____

The interview will be rated on a three letter system. The letter A will indicate a very satisfactory interview; B will indicate an average interview; and C will indicate an unsatisfactory interview. The interviewer should make specific comments on this page at the time of the interview (interviewer should refer to the instruction sheet for further details). The letter rating of A-B-C should be placed on Page I of the audition form in the column to the right of the final numerical rating of the nominee.

_____

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Signature of Interviewer

MOB:am

STATE COLLEGE MUSICALITY TEST
(GOVERNOR'S HONORS PROGRAM TESTING 1972)

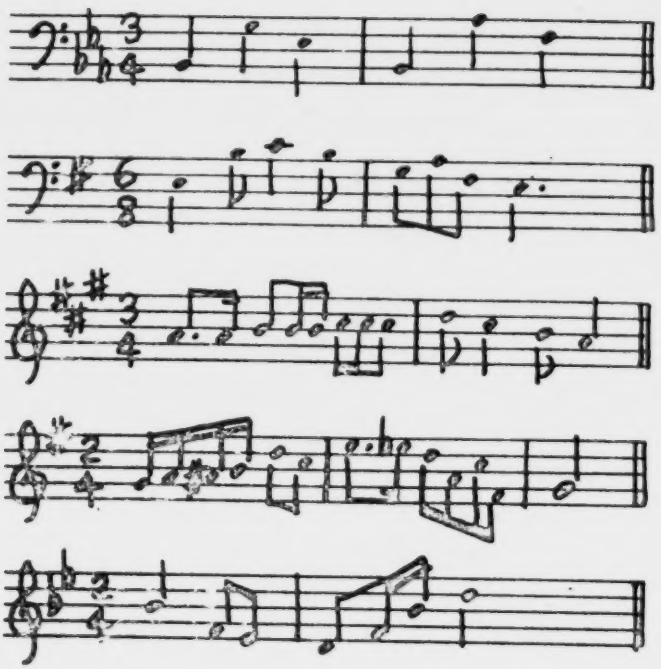
Name of Student_____ Nomination No._____

Date of Test_____ School System_____

		Same	Different
1.	a.	S	D
	b.	S	D
	c.	S	D
2.	a.	S	D
	b.	S	D
	c.	S	D
3.	a.	S	D
	b.	S	D
	c.	S	D
	d.	S	D
4.	a.	S	D
	b.	S	D
	c.	S	D
	d.	S	D
	e.	S	D
5.	a.	S	D
	b.	S	D
	c.	S	D
6.	a.	S	D
	b.	S	D
	c.	S	D
7.	a.	S	D
	b.	S	D
	c.	S	D
	d.	S	D
8.	a.	S	D
	b.	S	D
	c.	S	D
	d.	S	D
	e.	S	D

	Yes	No
9.	Y	N
10.	Y	N
11.	Y	N
12.	Y	N
13.	Y	N
14.	Y	N
15.	Y	N
16.	Y	N
17.	Y	N
18.	Y	N

	Major	Minor
19.	+	-
20.	+	-
21.	+	-
22.	+	-
23.	+	-

	Same	Rhythm	Pitch
24.	S	R	P
25.	S	R	P
26.	S	R	P
27.	S	R	P
28.	S	R	P

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Name _____ Nomination no. _____
LAST FIRST MIDDLE GRADE _____

MATHEMATICS INTERVIEW SHEET - GHP

Rating	Score		
MAXIMUM 1		I.Q.	1. (a) Plans for study after high school.
3		Percentile	(b) Vocational Plans.
2		No. M. Crs.	2. Major interest subject.
		Ac.-H.	
2		Geometry	3. Special mathematics topics or projects of interest.
5		M. Gr. Av.	
2		O. Gr. Av.	4. Mathematics or science honors. (Ex. NSF Institute)
2		Cl. Rank	
		Cl. Size	
3		T. Letter	5. Accomplishments expected at GHP.
10		Interview	
30		Total Ranking	6. Comments:

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GOVERNOR'S HONORS PROGRAM

Criteria for Selection of Students for Mathematics, 1972

Overall Grade Average, A-2; B-1 (in all subject, particularly academic subjects)	2
Number of Courses in Mathematics, Acc. -2; reg. -1	2
Grades in Mathematics (May be B if acc.)	5 or 0
Variety of Courses in Mathematics (Geom.)	2
Interview of Student Shows definite interest in mathematics Motivation Sincerity of purpose	10
Teacher Recommendation (If it has anything worthwhile in it)	3
I.Q. (If extremely high)	1
Test	3
Rank in Class (very high - 2 pts., otherwise - 1 pt.)	2
Upcoming Junior or Senior (no weight)	0
TOTAL	30

Revised. January 1972

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VISUAL ARTS INTERVIEW - GOVERNOR'S HONORS PROGRAM

Name _____ Nomination No. _____

Mental Ability _____ Academic Record _____ CAT Scores _____

Interviewed By _____

Interview and Portfolio

1.	Ability to judge discriminitively	1	2	3
2.	Ability to solve problems	1	2	3
3.	Sensitivity to environment	1	2	3
4.	Range of understanding of artistic principles	1	2	3
5.	Potential for possible artistic growth	1	2	3
6.	Understanding of visual expression	1	2	3
7.	Freedom from limitations in expression	1	2	3
8.	Range of understanding of media	1	2	3
9.	Depth of creative expression (i.e. ability to go beyond imitation)	1	2	3
10.	Interest in art (as opposed to other areas)	1	2	3
11.	Creative ability	1	2	3
12.	Ability to work independently	1	2	3
13.	Validity of student's work	1	2	3
14.	Exceptional ability	0 1 2 3 4 5 6 7 8 9 10		

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Area: Social Science
Name: _____
School: _____
Number: _____

RATING SCALE

Poor = 1 Point
Fair = 2 Points
Good = 3 Points
Excellent = 4 Points
Superior - 5 Points

SECTION I

Circle the number in each category that most accurately applies to the candidate.

1. MATURITY LEVEL (Rising Junior 1 point)
(Rising Senior 2 points) 1 2 3 4 5

2. INTELLIGENCE QUOTIENT (130 = 0 points)
(130+ = 1 point) 1 2 3 4 5

3. NUMBER AND VARIETY OF COURSES IN SOCIAL SCIENCE 1 2 3 4 5

4. TEACHER RECOMMENDATION 1 2 3 4 5

TOTAL _____

SECTION II

5. INTEREST IN SOCIAL STUDIES i.e., long range interest, variety in interest, genuine interest in social studies 1 2 3 4 5

6. DEPTH OF EXPERIENCE IN SOCIAL STUDIES, concentration in an area of study 1 2 3 4 5

7. EVIDENCE OF PREVIOUS INDEPENDENT WORK i.e., formal study or self-initiated study 1 2 3 4 5

8. SERIOUSNESS OF PURPOSE i.e., willingness, enthusiasm 1 2 3 4 5

9. READING INTEREST i.e., current publications dealing with current affairs, newspapers, or books dealing with areas of social studies 1 2 3 4 5

10. EVIDENCE OF VERBAL SKILLS AND RATIONAL THINKING i.e., self-expression, fluency of ideas 1 2 3 4 5

11. LEVEL OF CREATIVITY i.e., future plans, thoughts on current scene of events 1 2 3 4 5

12. EVIDENCE OF SELF-DIRECTION AND SELF-RELIANCE 1 2 3 4 5

TOTAL _____

SECTION III

13. WHAT DO YOU EXPECT TO GAIN AT GOVERNOR'S HONORS PROGRAM 1 2 3 4 5

14. CAN YOU THINK OF SOME WAYS THAT YOU POSSIBLY MIGHT TAKE WHATEVER YOU GAIN FROM YOUR EXPERIENCES AT GOVERNOR'S HONORS PROGRAM BACK TO YOUR OWN SCHOOL IN THE FALL? 1 2 3 4 5

15. HOW DO YOU PLAN TO USE GOVERNOR'S HONORS PROGRAM? (to enrich yourself? for academic pursuit? to get ready for college? did not have anything else to do?) 1 2 3 4 5

TOTAL _____

16. COMMENTS FINAL TOTAL _____

What other activities has he engaged in that might be related to social studies:

1. Social Science Fair
2. Senate Youth Program
3. Presidential Classroom
4. Community Action Program
5. Others

Form: IEC-GHP-51
Revised: January 1972

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VISUAL ARTS INTERVIEW - GOVERNOR'S HONORS PROGRAM

Name _____ Nomination No. _____

Mental Ability _____ Academic Record _____ CAT Scores _____

Interviewed By _____

explanation of weights.

Interview and Portfolio

		Low	Average	Superior
1.	Ability to judge discrimitively	1	2	3
2.	Ability to solve problems	1	2	3
3.	Sensitivity to environment	1	2	3
4.	Range of understanding of artistic principles	1	2	3
5.	Potential for possible artistic growth	1	2	3
6.	Understanding of visual expression	1	2	3
7.	Freedom from limitations in expression	1	2	3
8.	Range of understanding of media	1	2	3
9.	Depth of creative expression (i.e. ability to go beyond imitation)	1	2	3
10.	Interest in art (as opposed to other areas)	1	2	3
11.	Creative ability	1	2	3
12.	Ability to work independently	1	2	3
13.	Validity of student's work	1	2	3
*14.	Exceptional ability	0 1 2 3 4 5 6 7 8 9 10		

Weights given according to degree of exceptional ability, hopefully to insure the selection of all very superior students interviewed

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VISUAL ARTS

RECOMMENDED GUIDE SHEET TO BE USED
DURING PERSONAL INTERVIEWS

GUIDE SHEET

Instructions: Each of the following sample questions is designed to help you better interpret the qualifications you will be looking for while interviewing a student. It is suggested that interviewers alternate questioning so that one can be forming the next question in his mind while the first is questioning. Each set of questions or suggestions corresponds with listed characteristics.

1. Judgement:
   1. Which of these works do you consider to be your best and why?
   2. If you were told that you must burn all you work with the exception of one piece, which piece would you choose to save and why?
2. Solving problems:
   1. Choose a work and tell how else the theme might have been developed.
   2. If you were given a pile or roll of wire as your only media to work with, what would you do with it?
3. Sensitivity:
   1. What kind of things effect you?
   2. What things do you notice most?
4. Understanding:
   1. Explain your use of negative space in one of your works.
   2. Explain your use of color relationships in one of your works.
5. Potential:
   To the interviewer: This point will be concluded from the entire interview.
6. Understanding:
   (Choose a work) Why did you do this painting?
7. Freedom:
   Look for deviations and development as opposed to imitation only.
8. Media:
   How does watercolor work?
9. Depth:
   Look for deviations from classroom assignments.
   Do you do each assignment exactly as your teacher asks?
10. Interest:
    What things do you enjoy most?

11. Creative ability
    1. How many uses can you think of for a brick?
    2. How many paintings could be done from a coke bottle?
12. Independent:
    1. When do you do most of your work?
    2. How much of your spare time is spent in doing art?
13. If in doubt as to whether the student actually did work presented, choose a work and ask how it was developed.
14. Give bonus points only to students who show exceptional ability and who you definitely feel should participate in the program.

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Atlanta, Georgia 30334

Office of Instructional Services
Division of Elementary and
Secondary Education
Instructional Leadership Services

Jack P. Nix
State Superintendent of Schools

AREA: English

NAME: _____

SCHOOL _____

Nomination NUMBER _____

RATING SCALE

Poor = 1 Point
Fair = 2 Points
Good = 3 Points
Excellent = 4 Points
Superior = 5 Points

SECTION I

Circle the number in each category that most accurately applies to the candidate.

1. MATURITY LEVEL (Rising junior 1 point, Rising senior 2 points) 1 2 3 4 5

2. INTELLIGENCE QUOTIENT (130 0 points, 130+ 1 point) 1 2 3 4 5

3. NUMBER AND VARIETY OF COURSES IN ENGLISH 1 2 3 4 5

4. TEACHER RECOMMENDATION 1 2 3 4 5

TOTAL _____

SECTION II

5. INTEREST IN LITERATURE i.e., long range interest, variety in interest, genuine interest in English 1 2 3 4 5

6. DEPTH OF EXPERIENCE IN ENGLISH i.e., concentration in an area of study 1 2 3 4 5

7. EXTENT OF CREATIVE WRITING EXPERIENCE i.e., desire to write, publications 1 2 3 4 5

8. EVIDENCE OF PREVIOUS INDEPENDENT WORK i.e., formal study or self-initiated study 1 2 3 4 5

9. SERIOUSNESS OF PURPOSE i.e., willingness, enthusiasm 1 2 3 4 5

10. READING INTEREST (Please note titles or authors mentioned.) 1 2 3 4 5

11. EVIDENCE OF VERBAL SKILLS i.e., self-expression, fluency of ideas 1 2 3 4 5

12. LEVEL OF CREATIVITY i.e., future plans, thoughts on current literary scene 1 2 3 4 5

13. EVIDENCE OF SELF-DIRECTION AND SELF-RELIANCE 1 2 3 4 5

TOTAL _____

SECTION III

14. WHAT WOULD YOU ENJOY STUDYING AT THE GOVERNOR'S HONORS PROGRAM? 1 2 3 4 5

15. CAN YOU THINK OF SOME WAYS THAT YOU POSSIBLY MIGHT TAKE WHATEVER YOU GAIN FROM YOUR EXPERIENCES AT GHP BACK TO YOUR OWN SCHOOL IN THE FALL? 1 2 3 4 5

16. HOW DO YOU PLAN TO USE GHP? (to enrich himself, for academic pursuit, to get ready for college, did not have anything else to do) 1 2 3 4 5

TOTAL _____

FINAL TOTAL _____

17. COMMENTS

Governor's Honors Program DRAMA INTERVIEW FORM

NAME _____ Nomination No. _____

IQ _____ System _____

Item	Evaluation (Circle one in each category)		Weighted Value
CAT	Score 90-100 80-89 70-79 60-69 50-59	Weight 5 4 3 2 1	
Improvisation	Exceptional Outstanding Good Fair Weak Unacceptable	9 - 10 7 - 8 5 - 6 3 - 4 1 - 2 0	
Prepared Scene	Exceptional Outstanding Good Fair Weak	9 - 10 6 - 8 3 - 5 1 - 2 0	
Interview	Exceptional Outstanding Good Fair Weak Unacceptable	9 - 10 7 - 8 5 - 6 3 - 4 1 - 2 0	
Class Assignment in autumn of 1972	Senior Junior	5 0	
TOTAL			
Cumulative weighted score	38-45 30-37 22-29 21 and below	Exceptional Outstanding Good	

Comment:

ED 073147

TM 002 393

Pupil Control Ideology Instrument

Governor's Honors Program

PUPIL CONTROL IDEOLOGY

Birthdate: _____
Month Date Year

Number of years Teaching experience:_____

Check your teaching or specialization area:

___01. Art
___02. Drama
___03. English
___04. Foreign Language
___05. Mathematics
___06. Music
___07. Science
___08. Social Science
___09. Physical Education
___10. Counseling
___11. Other (specify)_____

On the following pages a number of statements about teaching are presented. Our purpose is to gather information regarding the actual attitudes of staff members concerning these statements.

You will recognize that the statements are of such a nature that there are no correct or incorrect answers. We are interested only in your frank opinion of the statements as they relate to your "teaching in general".

INSTRUCTIONS: Following are twenty statements about schools, teachers, and pupils. Please indicate your personal opinion about each statement by circling the appropriate response at the right of the statement.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. It is desirable to require pupils to sit in assigned seats during assemblies.	SA	A	U	D	SD
2. Pupils are usually not capable of solving their problems through logical reasoning.	SA	A	U	D	SD

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
3.	Directing sarcastic remarks toward a defiant pupil is a good disciplinary technique.	SA	A	U	D	SD
4.	Beginning teachers are not likely to maintain strict enough control over their pupils.	SA	A	U	D	SD
5.	Teachers should consider revision of their teaching methods if these are criticized by their pupils.	SA	A	U	D	SD
6.	The best principals give unquestioning support to teachers in disciplining pupils.	SA	A	U	D	SD
7.	Pupils should not be permitted to contradict the statements of a teacher in class.	SA	A	U	D	SD
8.	It is justifiable to have pupils learn many facts about a subject even if they have no immediate application.	SA	A	U	D	SD
9.	Too much pupil time is spent on guidance and activities and too little on academic preparation.	SA	A	U	D	SD
10.	Being friendly with pupils often leads them to become too familiar.	SA	A	U	D	SD
11.	It is more important for pupils to learn to obey rules than that they make their own decisions.	SA	A	U	D	SD
12.	Student governments are good "safety valve" but should not have much influence on school policy.	SA	A	U	D	SD
13.	Pupils can be trusted to work together without supervision.	SA	A	U	D	SD

		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
14.	If a pupil uses obscene or profane language in school, it must be considered a moral offense.	SA	A	U	D	SD
15.	If pupils are allowed to use the lavoratory without getting permission this priviledge will be abused.	SA	A	U	D	SD
16.	A few pupils are just young hoodlums and should be treated accordingly.	SA	A	U	D	SD
17.	It is often necessary to remind pupils that their status in school differs from that of teachers.	SA	A	U	D	SD
18.	A pupil who destroys school material or property should be severely punished.	SA	A	U	D	SD
19.	Pupils cannot perceive the difference between democracy and anarchy in the classroom.	SA	A	U	D	SD
20.	Pupils often misbehave in order to make the teacher look bad.	SA	A	U	D	SD

ED 073148

TM 002 394

Staff Semantic Differential

STAFF SEMANTIC DIFFERENTIAL

Birthdate: _____
Month Date Year

Number of years Teaching experience: _____

Check your teaching or specialization area.

___01. Art
___02. Drama
___03. English
___04. Foreign Language
___05. Mathematics
___06. Music
___07. Science
___08. Social Science
___09. Physical Education
___10. Counseling
___11. Other (specify)_____

Date:_____

The purpose of this activity is to measure the meanings of certain concepts related to the Governor's Honors Program by asking you to judge them against a series of descriptive scales. On each page you will find a different concept in parenthesis to be judged and beneath it a set of scales. You are to rate each concept on each of these scales.

Here is how you are to use the scales:

If you feel a particular concept is very much like one end of the scale, you should place your check mark as follows:

PLEASANT__X__:_____:_____:_____:_____:_____:_____:UNPLEASANT
1 2 3 4 5 6 7

or

PLEASANT_____:_____:_____:_____:_____:_____:__X__:UNPLEASANT
1 2 3 4 5 6 7

If you feel a particular concept is quite closely like one or the other end of the scale (but not extremely), you should place your check mark as follows:

RUGGED _____:__X__:_____:_____:_____:_____:_____:DELICATE
1 2 3 4 5 6 7

or

RUGGED _____:_____:_____:_____:_____:__X__:_____:DELICATE
1 2 3 4 5 6 7

If you feel a particular concept is only slightly like one side as opposed to the other side (but is not really neutral), then you should check as follows:

SHARP ___1___:___2___:__X__3__:___4___:___5___:___6___:___7___: DULL

or

SHARP ___1___:___2___:___3___:___4___:__X__5__:___6___:___7___: DULL

If you consider the concept to be neutral on the scale (both sides of the scale equally associated with the concept) or if the scale is completely irrelevant (unrelated to the concept), then you should place your check mark in the middle space:

HAPPY ___1___:___2___:___3___:__X__4__:___5___:___6___:___7___: SAD

The direction toward which you check, of course, depends upon which of the two ends of the scale best describes your feeling about each concept.

Do not worry or puzzle over any one scale. It is your first impression, your immediate feeling about each concept that we want. On the other hand, please do not be careless, because we want your true impressions. Do not try to remember how you checked similar items earlier in the scale. MAKE EACH ITEM A SEPERATE AND INDEPENDENT JUDGEMENT.

Remember, you are judging the concept as you see it--not what we think or what others think.

IMPORTANT: (1) Place your check marks in the middle of the spaces, not on the boundaries: this not this

___1___:___2___:__X__3__:___4___:___5___:___6___X___7___:

(2) BE SURE TO CHECK EVERY SCALE; DO NOT OMIT ANY.

(3) NEVER PUT MORE THAN ONE CHECK MARK ON A SINGLE SCALE.

(INDEPENDENT STUDY)

LARGE	1 : 2 : 3 : 4 : 5 : 6 : 7	SMALL
UNPLEASANT	1 : 2 : 3 : 4 : 5 : 6 : 7	PLEASANT
FAST	1 : 2 : 3 : 4 : 5 : 6 : 7	SLOW
DULL	1 : 2 : 3 : 4 : 5 : 6 : 7	SHARP
THIN	1 : 2 : 3 : 4 : 5 : 6 : 7	THICK
HAPPY	1 : 2 : 3 : 4 : 5 : 6 : 7	SAD
WEAK	1 : 2 : 3 : 4 : 5 : 6 : 7	STRONG
GOOD	1 : 2 : 3 : 4 : 5 : 6 : 7	BAD
MOVING	1 : 2 : 3 : 4 : 5 : 6 : 7	STILL
UNFAIR	1 : 2 : 3 : 4 : 5 : 6 : 7	FAIR
PASSIVE	1 : 2 : 3 : 4 : 5 : 6 : 7	ACTIVE
HEAVY	1 : 2 : 3 : 4 : 5 : 6 : 7	LIGHT

(GOVERNOR'S HONORS PROGRAM)

LARGE	1 : 2 : 3 : 4 : 5 : 6 : 7	SMALL
UNPLEASANT	1 : 2 : 3 : 4 : 5 : 6 : 7	PLEASANT
FAST	1 : 2 : 3 : 4 : 5 : 6 : 7	SLOW
DULL	1 : 2 : 3 : 4 : 5 : 6 : 7	SHARP
THIN	1 : 2 : 3 : 4 : 5 : 6 : 7	THICK
HAPPY	1 : 2 : 3 : 4 : 5 : 6 : 7	SAD
WEAK	1 : 2 : 3 : 4 : 5 : 6 : 7	STRONG
GOOD	1 : 2 : 3 : 4 : 5 : 6 : 7	BAD
MOVING	1 : 2 : 3 : 4 : 5 : 6 : 7	STILL
UNFAIR	1 : 2 : 3 : 4 : 5 : 6 : 7	FAIR
PASSIVE	1 : 2 : 3 : 4 : 5 : 6 : 7	ACTIVE
HEAVY	1 : 2 : 3 : 4 : 5 : 6 : 7	LIGHT

(LEARNING)

LARGE	1 : 2 : 3 : 4 : 5 : 6 : 7	SMALL
UNPLEASANT	1 : 2 : 3 : 4 : 5 : 6 : 7	PLEASANT
FAST	1 : 2 : 3 : 4 : 5 : 6 : 7	SLOW
DULL	1 : 2 : 3 : 4 : 5 : 6 : 7	SHARP
THIN	1 : 2 : 3 : 4 : 5 : 6 : 7	THICK
HAPPY	1 : 2 : 3 : 4 : 5 : 6 : 7	SAD
WEAK	1 : 2 : 3 : 4 : 5 : 6 : 7	STRONG
GOOD	1 : 2 : 3 : 4 : 5 : 6 : 7	BAD
MOVING	1 : 2 : 3 : 4 : 5 : 6 : 7	STILL
UNFAIR	1 : 2 : 3 : 4 : 5 : 6 : 7	FAIR
PASSIVE	1 : 2 : 3 : 4 : 5 : 6 : 7	ACTIVE
HEAVY	1 : 2 : 3 : 4 : 5 : 6 : 7	LIGHT

(GOVERNOR'S HONORS PROGRAM SEMINARS)

LARGE	____ :	____ :	____ :	____ :	____ :	____ :	____ :	SMALL
	1	2	3	4	5	6	7	
UNPLEASANT	____ :	____ :	____ :	____ :	____ :	____ :	____ :	PLEASANT
	1	2	3	4	5	6	7	
FAST	____ :	____ :	____ :	____ :	____ :	____ :	____ :	SLOW
	1	2	3	4	5	6	7	
DULL	____ :	____ :	____ :	____ :	____ :	____ :	____ :	SHARP
	1	2	3	4	5	6	7	
THIN	____ :	____ :	____ :	____ :	____ :	____ :	____ :	THICK
	1	2	3	4	5	6	7	
HAPPY	____ :	____ :	____ :	____ :	____ :	____ :	____ :	SAD
	1	2	3	4	5	6	7	
WEAK	____ :	____ :	____ :	____ :	____ :	____ :	____ :	STRONG
	1	2	3	4	5	6	7	
GOOD	____ :	____ :	____ :	____ :	____ :	____ :	____ :	BAD
	1	2	3	4	5	6	7	
MOVING	____ :	____ :	____ :	____ :	____ :	____ :	____ :	STILL
	1	2	3	4	5	6	7	
UNFAIR	____ :	____ :	____ :	____ :	____ :	____ :	____ :	FAIR
	1	2	3	4	5	6	7	
PASSIVE	____ :	____ :	____ :	____ :	____ :	____ :	____ :	ACTIVE
	1	2	3	4	5	6	7	
HEAVY	____ :	____ :	____ :	____ :	____ :	____ :	____ :	LIGHT
	1	2	3	4	5	6	7	

(ACADEMICALLY TALENTED STUDENT)

LARGE	1	2	3	4	5	6	7	SMALL
UNPLEASANT	1	2	3	4	5	6	7	PLEASANT
FAST	1	2	3	4	5	6	7	SLOW
DULL	1	2	3	4	5	6	7	SHARP
THIN	1	2	3	4	5	6	7	THICK
HAPPY	1	2	3	4	5	6	7	SAD
WEAK	1	2	3	4	5	6	7	STRONG
GOOD	1	2	3	4	5	6	7	BAD
MOVING	1	2	3	4	5	6	7	STILL
UNFAIR	1	2	3	4	5	6	7	FAIR
PASSIVE	1	2	3	4	5	6	7	ACTIVE
HEAVY	1	2	3	4	5	6	7	LIGHT

(ARTISTICALLY TALENTED STUDENT)

LARGE	1	2	3	4	5	6	7	SMALL
UNPLEASANT	1	2	3	4	5	6	7	PLEASANT
FAST	1	2	3	4	5	6	7	SLOW
DULL	1	2	3	4	5	6	7	SHARP
THIN	1	2	3	4	5	6	7	THICK
HAPPY	1	2	3	4	5	6	7	SAD
WEAK	1	2	3	4	5	6	7	STRONG
GOOD	1	2	3	4	5	6	7	BAD
MOVING	1	2	3	4	5	6	7	STILL
UNFAIR	1	2	3	4	5	6	7	FAIR
PASSIVE	1	2	3	4	5	6	7	ACTIVE
HEAVY	1	2	3	4	5	6	7	LIGHT

(TEACHERS)

LARGE	1	2	3	4	5	6	7	SMALL
UNPLEASANT	1	2	3	4	5	6	7	PLEASANT
FAST	1	2	3	4	5	6	7	SLOW
DULL	1	2	3	4	5	6	7	SHARP
THIN	1	2	3	4	5	6	7	THICK
HAPPY	1	2	3	4	5	6	7	SAD
WEAK	1	2	3	4	5	6	7	STRONG
GOOD	1	2	3	4	5	6	7	BAD
MOVING	1	2	3	4	5	6	7	STILL
UNFAIR	1	2	3	4	5	6	7	FAIR
PASSIVE	1	2	3	4	5	6	7	ACTIVE
HEAVY	1	2	3	4	5	6	7	LIGHT

(DORMITORY LIVING)

LARGE	____	____	____	____	____	____	____	SMALL
	1	2	3	4	5	6	7	
UNPLEASANT	____	____	____	____	____	____	____	PLEASANT
	1	2	3	4	5	6	7	
FAST	____	____	____	____	____	____	____	SLOW
	1	2	3	4	5	6	7	
DULL	____	____	____	____	____	____	____	SHARP
	1	2	3	4	5	6	7	
THIN	____	____	____	____	____	____	____	THICK
	1	2	3	4	5	6	7	
HAPPY	____	____	____	____	____	____	____	SAD
	1	2	3	4	5	6	7	
WEAK	____	____	____	____	____	____	____	STRONG
	1	2	3	4	5	6	7	
GOOD	____	____	____	____	____	____	____	BAD
	1	2	3	4	5	6	7	
MOVING	____	____	____	____	____	____	____	STILL
	1	2	3	4	5	6	7	
UNFAIR	____	____	____	____	____	____	____	FAIR
	1	2	3	4	5	6	7	
PASSIVE	____	____	____	____	____	____	____	ACTIVE
	1	2	3	4	5	6	7	
HEAVY	____	____	____	____	____	____	____	LIGHT
	1	2	3	4	5	6	7	

(TEXTBOOKS)

LARGE	1	2	3	4	5	6	7	SMALL
UNPLEASANT	1	2	3	4	5	6	7	PLEASANT
FAST	1	2	3	4	5	6	7	SLOW
DULL	1	2	3	4	5	6	7	SHARP
THIN	1	2	3	4	5	6	7	THICK
HAPPY	1	2	3	4	5	6	7	SAD
WEAK	1	2	3	4	5	6	7	STRONG
GOOD	1	2	3	4	5	6	7	BAD
MOVING	1	2	3	4	5	6	7	STILL
UNFAIR	1	2	3	4	5	6	7	FAIR
PASSIVE	1	2	3	4	5	6	7	ACTIVE
HEAVY	1	2	3	4	5	6	7	LIGHT

(AUDIO-VISUAL MATERIALS)

LARGE	1	2	3	4	5	6	7	SMALL
UNPLEASANT	1	2	3	4	5	6	7	PLEASANT
FAST	1	2	3	4	5	6	7	SLOW
DULL	1	2	3	4	5	6	7	SHARP
THIN	1	2	3	4	5	6	7	THICK
HAPPY	1	2	3	4	5	6	7	SAD
WEAK	1	2	3	4	5	6	7	STRONG
GOOD	1	2	3	4	5	6	7	BAD
MOVING	1	2	3	4	5	6	7	STILL
UNFAIR	1	2	3	4	5	6	7	FAIR
PASSIVE	1	2	3	4	5	6	7	ACTIVE
HEAVY	1	2	3	4	5	6	7	LIGHT

APPENDIX D

What Kind of Person Are You? Instrument

ED 073149

TM 002 695

WHAT KIND OF PERSON ARE YOU?

Name: _____

Area of Nomination: _____ Sex: _____

Below is a list of characteristics frequently used in talking about people. Indicate with a check mark, the one term of each pair that best describes you. Remember, even if neither term describes you exactly, select the one term of each pair which is nearest to being a description of yourself.

1. __Likes to work alone
   __Prefers to work in a group

2. __Industrious
   __Neat and orderly

3. __Socially well-adjusted
   __Occasionally regresses and is playful and childlike

4. __Persistent
   __Does work on time

5. __Popular, well-liked
   __Truthful, even when it gets you into trouble

6. __Considerate of others
   __Courageous in convictions

7. __Conforming
   __Nonconforming

8. __Sophisticated
   __Unsophisticated

9. __Sense of humor
   __Talkative

10. __Visionary
    __Versatile

11. __Adventurous
    __Does work on time

12. __Becomes absorbed in tasks
    __Courteous

13. __Curious
    __Energetic

14. __Attempts difficult tasks
    __Desires to excel

15. __Disturbs existing organization and procedures
    __Accepts the judgments of authorities

16. __A good guesser
    __Remembers well

17. __Quiet
    __Obedient

18. __Independent in judgment
    __Considerate of others

19. __Critical of others
    __Courteous

20. __Feels strong emotions
    __Reserved

21. __Emotionally sensitive
    __Socially well-adjusted

22. __Imaginative
    __Critical

23. __Receptive to ideas of others
    __Negativistic

24. __Fault-finding
    __Popular, well-liked

25. __Determination
    __Obedient

26. __Intuitive
    __Thorough

27. __Never bored
__Refined

28. __Haughty
__Courteous

29. __Cautious
__Willing to take risks

30. __Affectionate
__Courteous

31. __Always asking questions
__Quiet

32. __Competitive
__Conforming

33. __Energetic
__Neat and Orderly

34. __Remembers well
__Talkative

35. __Self-assertive
__Reserved

36. __Sense of beauty
__Socially well-adjusted

37. __Self-confident
__Timid

38. __Versatile
__Popular, well-liked

39. __Self-sufficient
__Curious

40. __Thorough
__Does work on time

41. __Eccentric
__Socially well-adjusted

42. __Self-confident
__Spirited in disagreement

43. __Spirited in disagreement
__Talkative

44. __Prefers complex tasks
__Does work on time

45. __A good guesser
__Receptive to ideas of others

46. __Curious
__Self-confident

47. __A self-starter
__Obedient

48. __Intuitive
__Remembers well

49. __Unwilling to accept thing on mere say so
__Obedient

50. __Altruistic
__Courteous

APPENDIX E

Summaries of Initial Student Ratings of Mastery of
Instructional Objectives and Program Contributions

TABLE E1

Summary of Means, Standard Deviations and Correlation of Initial Ratings of Instructional Art Objectives for Student Judgements (N=40) of Mastery and Program Contribution

	MASTERY RATING*		PROGRAM CONTRIBUTION RATING		
Objective	Mean	Standard Deviation	Mean	Standard Deviation	Correlation Between Mastery and Contribution
1	2.88	.69	3.03	.77	-.04
2	3.25	.81	3.00	.88	.36
3	2.55	.82	2.53	.96	.41
4	3.18	.87	2.85	1.00	.23
5	3.20	.76	3.28	.75	.49
6	3.00	.85	3.28	.93	.45
7	3.03	.70	3.18	.75	.34
8	3.40	.71	2.93	.89	.05
9	3.23	.77	2.80	.91	.43
10	3.18	.87	3.10	1.01	.42
11	3.25	.71	3.15	.83	.20
12	2.88	1.04	2.63	.95	.26
13	3.08	.69	3.00	.86	.04
14	2.78	.77	2.83	.81	.30
15	3.08	.89	2.85	.83	.08
16	3.18	.93	3.25	.95	.09
17	3.00	.82	3.13	.88	.04
18	2.40	.78	2.45	.96	.47
19	2.80	.99	3.03	.89	.53
20	3.15	.84	2.76	.97	.52
Total Average	3.02		2.95		.79

*Four point scale use, 4 = Complete Mastery or Contribution... 1 = Not Mastered or No Contribution

TABLE L2

Summary of Means, Standard Deviation and Correlation of Initial Ratings of Instructional Drama Objectives for Student Judgements (N=25) of Mastery and Program Contribution

	MASTERY RATING*		PROGRAM CONTRIBUTION RATING		
Objective	Mean	Standard Deviation	Mean	Standard Deviation	Correlation Between Mastery and Contribution
1	3.16	.64	3.48	.92	.47
2	3.04	.79	3.20	.76	.40
3	2.88	.83	3.24	.72	.40
4	3.36	.70	3.24	.78	.45
5	3.04	.91	3.08	.88	.48
6	2.84	.69	3.24	.66	.63
7	2.88	.60	2.88	.93	.50
8	2.36	.86	2.64	.91	.49
9	2.68	.94	2.68	.95	.35
10	2.92	.86	3.40	.76	.37
11	2.80	.58	3.04	.84	.53
12	3.52	.82	3.80	.58	.14
13	2.68	.69	3.00	.87	.49
14	2.12	1.05	2.16	.90	.68
15	2.28	1.02	2.00	1.08	.53
16	2.72	.84	2.88	.97	.62
17	3.00	.87	2.92	1.00	.68
18	3.32	.95	3.20	.90	.71
19	2.28	1.24	2.08	1.12	.61
20	2.68	.99	2.80	.91	.34
Total Average	2.82		2.95		.79

*Four point scale use, 4 = Complete Mastery or Contribution... 1 = Not Mastered or No Contribution

TABLE E3

Summary of Means, Standard Deviation and Correlation of Initial Ratings of Instructional English Objectives for Student Judgements (N=63) of Mastery and Program Contribution

	MASTERY RATING*		PROGRAM CONTRIBUTION RATING		
Objective	Mean	Standard Deviation	Mean	Standard Deviation	Correlation Between Mastery and Contribution
1	3.41	.58	3.35	.70	.31
2	3.08	.67	3.03	.93	.35
3	1.94	1.01	1.66	.90	.67
4	3.17	.83	3.37	.89	.52
5	3.25	.82	2.81	.88	.42
6	2.95	.87	2.83	.91	.60
7	3.49	.69	3.00	.84	.30
8	3.38	.68	2.85	.90	.51
9	3.33	.78	3.02	1.01	.26
10	3.00	.78	3.11	.97	.60
Total Average	3.10		2.90		.49

*Four point scale use, 4 = Complete Mastery or Contribution... 1 = Not Mastered or No Contribution

TABLE E4

Summary of Means, Standard Deviation and Correlation of Initial Ratings of Instructional Foreign Language Objectives for Student Judgements (N=30) of Mastery and Program Contribution

	MASTERY RATING*		PROGRAM CONTRIBUTION RATING		
Objective	Mean	Standard Deviation	Mean	Standard Deviation	Correlation Between Mastery and Contribution
1	2.30	.75	2.77	.97	.57
2	3.07	.74	3.47	.82	.46
3	2.93	.69	2.69	.85	.32
4	2.43	.81	2.75	.91	.66
5	2.33	.84	2.55	.90	.62
6	1.97	.81	2.34	.97	.49
7	2.17	1.08	2.52	1.24	.84
8	3.20	.85	3.28	.70	.58
9	2.47	.90	2.60	.97	.74
10	2.73	1.01	2.41	.98	.61
11	2.40	1.30	2.45	1.09	.70
Total Average	2.54		2.64		.38

*Four point scale use, 4 = Complete Mastery or Contribution... 1 = Not Mastered or No Contribution

TABLE E5

Summary of Means, Standard Deviation and Correlation of Initial Ratings of Instructional Math Objectives for Student Judgements (N=57) of Mastery and Program Contribution

	MASTERY RATING*		PROGRAM CONTRIBUTION RATING		
Objective	Mean	Standard Deviation	Mean	Standard Deviation	Correlation Between Mastery and Contribution
1	3.11	.62	3.09	.79	.50
2	2.70	.75	2.21	.82	.36
3	2.91	.76	2.79	.94	.40
4	2.71	.96	2.35	.99	.48
5	3.58	.68	3.42	.80	.43
6	2.68	.97	2.65	.94	.69
7	2.67	.85	2.42	.80	.48
8	2.53	.87	2.39	.98	.56
9	2.47	1.02	2.35	1.08	.70
Total Average	2.82		2.62		.71

*Four point scale use, 4 = Complete Mastery or Contribution... 1 = Not Mastered or No Contribution

TABLE E6

Summary of Means, Standard Deviation and Correlation of Initial Ratings of Instructional Music Objectives for Student Judgements (N=62) of Mastery and Program Contribution

	MASTERY RATING*		PROGRAM CONTRIBUTION RATING		
Objective	Mean	Standard Deviation	Mean	Standard Deviation	Correlation Between Mastery and Contribution
1	2.92	.64	3.37	.63	.32
2	3.18	.74	3.37	.77	.37
3	2.90	.72	3.09	.69	.32
4	2.76	.92	3.06	.94	.68
5	3.06	.69	3.39	.66	.41
6	3.18	.82	3.34	.82	.49
7	3.15	.74	2.95	.91	.64
8	3.39	.73	3.56	.64	.36
9	3.13	.64	3.21	.66	.28
Total Average	3.06		3.25		.49

*Four point scale use, 4 = Complete Mastery or Contribution... 1 = Not Mastered or No Contribution

TABLE E7

Summary of Means, Standard Deviation and Correlation of Initial Ratings of Instructional Science Objectives for Student Judgements (N=55) of Mastery and Program Contribution

	MASTERY RATING*		PROGRAM CONTRIBUTION RATING		
Objective	Mean	Standard Deviation	Mean	Standard Deviation	Correlation Between Mastery and Contribution
1	3.04	.74	2.62	.82	-.04
2	2.91	.78	2.82	.84	.37
3	2.76	.88	2.55	1.02	.47
4	2.53	.96	2.60	1.03	.52
5	2.45	.89	2.51	.87	.59
6.	2.55	1.03	2.83	.99	.48
7	3.24	.77	2.63	.97	.19
8	3.33	.75	3.54	.61	.14
9	3.56	.54	3.04	.87	.24
Total Average	2.92		2.78		.53

*Four point scale use, 4 = Complete Mastery or Contribution... 1 = Not Mastered or No Contribution

TABLE E8

Summary of Means, Standard Deviation and Correlation of Initial Ratings of Instructional Social Science Objectives for Student Judgements (N=47) of Mastery and Program Contribution

	MASTERY RATING*		PROGRAM CONTRIBUTION RATING		
Objective	Mean	Standard Deviation	Mean	Standard Deviation	Correlation Between Mastery and Contribution
1	3.11	.56	3.28	.65	.10
2	3.02	.85	2.72	.88	.21
3	3.15	.72	2.44	.93	.16
4	2.83	.79	2.32	.76	.39
5	2.96	.98	2.94	.92	.53
6	2.96	.83	2.77	.91	.27
7	3.19	.71	3.13	.77	.11
8	2.06	1.01	1.91	1.01	.73
9	3.23	.76	2.98	.89	.39
10	3.64	.61	3.00	.98	.15
11	3.60	.58	3.47	.78	.24
Total Average	3.06		2.81		.50

*Four point scale use, 4 = Complete Mastery or Contribution... 1 = Not Mastered or No Contribution

APPENDIX F

Summaries of Concluding Student Ratings of Mastery of Instructional Objectives and Program Contribution

TABLE F1

Summary of Means, Standard Deviations and Correlation of Concluding Ratings of Instructional Art Objectives for Student Judgements (N=38) of Mastery and Program Contribution

	MASTERY RATING*		PROGRAM CONTRIBUTION RATING		
Objective	Mean	Standard Deviation	Mean	Standard Deviation	Correlation Between Mastery and Contribution
1	3.47	.60	3.34	.80	.23
2	3.81	.51	3.34	.90	.33
3	2.89	.92	2.71	.96	.42
4	3.50	.60	3.11	1.05	.37
5	3.55	.55	3.57	.61	.18
6	3.50	.83	3.28	.93	.58
7	3.24	.71	3.21	.81	.35
8	3.42	.68	2.97	.87	.42
9	3.51	.73	3.24	.92	.54
10	3.43	.65	3.41	.70	.28
11	3.30	.70	3.44	.66	.29
12	3.35	1.03	3.00	1.02	.52
13	3.45	.69	3.15	.86	.25
14	3.21	.78	3.26	.90	.18
15	3.66	.75	3.21	.88	.08
16	3.32	.81	3.21	.98	.19
17	3.63	.75	3.38	.74	.32
18	2.66	.97	2.71	.97	.31
19	3.31	.93	3.24	.89	.36
20	3.45	.89	3.15	.83	.48
Total Average	3.35		2.83		.23

*Four point scale use, 4 = Complete Mastery or Contribution. . .
1 = Not Mastered or No Contribution

TABLE F2

Summary of Means, Standard Deviations and Correlation of Concluding Ratings of Instructional Drama Objectives for Student Judgements (N=27) of Mastery and Program Contribution

	MASTERY RATING*		PROGRAM CONTRIBUTION RATING		
Objective	Mean	Standard Deviation	Mean	Standard Deviation	Correlation Between Mastery and Contribution
1	3.56	.58	3.62	.80	.58
2	3.56	.64	3.58	.90	.75
3	3.52	.75	3.62	.64	.66
4	3.78	.42	3.54	.81	.14
5	3.44	.70	3.46	.76	.16
6	3.48	.70	3.46	.86	.66
7	3.50	.76	3.38	.98	.42
8	3.15	.86	3.15	.88	.43
9	3.26	.76	3.15	1.01	.35
10	3.22	.80	3.42	.81	.67
11	3.34	.94	3.56	.65	.78
12	3.85	.54	3.68	.85	.59
13	3.27	.78	3.40	1.00	.35
14	2.92	.74	2.92	1.00	.33
15	2.81	.69	3.04	.89	.54
16	3.31	.74	3.42	.78	.57
17	3.23	.95	3.28	.94	.53
18	3.46	.71	3.40	.91	.33
19	2.88	.95	2.92	1.00	.43
20	3.16	.90	3.04	1.02	.55
Total Average	3.29		3.22		.53

*Four point scale use, 4 = Complete Mastery or Contribution ...
1 = Not Mastered or No Contribution

TABLE F3

Summary of Means, Standard Deviations and Correlation of Concluding Ratings of Instructional English Objectives for Student Judgements (N=61) of Mastery and Program Contribution

	MASTERY RATING*		PROGRAM CONTRIBUTION RATING		
Objective	Mean	Standard Deviation	Mean	Standard Deviation	Correlation Between Mastery and Contribution
1	3.69	.72	3.64	.89	.66
2	3.31	.79	3.20	.96	.64
3	2.33	1.11	2.24	1.15	.74
4	3.39	.88	3.44	.93	.67
5	3.54	.74	3.32	.92	.72
6	3.16	.86	3.08	.93	.59
7	3.77	.59	3.25	.90	.43
8	3.62	.76	3.12	1.01	.29
9	3.56	.74	3.20	1.03	.61
10	3.48	.79	3.46	.95	.60
Total Average	3.39		3.09		.62

*Four point scale use, 4 = Complete Mastery or Contribution . . .
1 = Not Mastered or No Contribution

TABLE F4

Summary of Means, Standard Deviations and Correlation of Concluding Ratings of Instructional Foreign Language Objectives for Student Judgements (N=31) of Mastery and Program Contribution

	MASTERY RATING*		PROGRAM CONTRIBUTION RATING		
Objective	Mean	Standard Deviation	Mean	Standard Deviation	Correlation Between Mastery and Contribution
1	2.81	.75	2.60	.89	.65
2	3.48	.63	3.33	.80	.50
3	3.03	.66	2.90	.66	.16
4	2.77	.76	2.87	.97	.72
5	2.74	1.03	2.73	1.11	.60
6	2.48	1.15	2.47	1.01	.29
7	2.45	1.23	2.66	1.29	.84
8	2.97	.88	3.38	.86	.53
9	2.52	1.09	2.76	1.09	.70
10	2.84	1.07	2.55	1.02	.74
11	2.32	1.10	2.48	1.12	.69
Total Average	2.76		2.66		.42

* Four point scale use, 4 = Complete Mastery or Contribution . . .
1 = Not Mastered or No Contribution

TABLE F5

Summary of Means, Standard Deviations and Correlation of Concluding Ratings of Instructional Math Objectives for Student Judgements (N=55) of Mastery and Program Contribution

	MASTERY RATING*		PROGRAM CONTRIBUTION RATING		
Objective	Mean	Standard Deviation	Mean	Standard Deviation	Correlation Between Mastery and Contribution
1	3.30	.72	3.11	.82	.41
2	3.02	.76	2.55	.97	.36
3	3.22	.92	2.87	.92	.33
4	3.11	.94	2.49	.97	.41
5	3.33	.88	2.17	1.05	.68
6	2.78	.79	2.90	.89	.54
7	2.47	.79	2.53	.83	.70
8	2.55	.81	2.47	.76	.69
9	2.89	.85	2.85	.93	.66
Total Average	2.94		2.59		.69

*Four point scale used, 4 = Complete Mastery or Contribution . . .
1 = Not Mastered or No Contribution

TABLE F6

Summary of Means, Standard Deviations and Correlation of Concluding Ratings of Instructional Music Objectives for Student Judgements (N=63) of Mastery and Program Contribution

	MASTERY RATING*		PROGRAM CONTRIBUTION RATING		
Objective	Mean	Standard Deviation	Mean	Standard Deviation	Correlation Between Mastery and Contribution
1	3.51	.72	3.74	.68	.64
2	3.70	.82	3.71	.84	.57
3	3.33	.88	3.65	.85	.78
4	3.33	1.00	3.73	.93	.64
5	3.46	.84	3.47	.97	.50
6	3.59	.80	3.84	.75	.60
7	3.59	.84	3.48	.95	.65
8	3.75	.72	3.90	.69	.41
9	3.45	.88	3.51	.79	.72
Total Average	3.51	.	3.60		.58

*Four point scale use, 4 = Complete Mastery or Contribution . . .
1 = Not Mastered or No Contribution

TABLE F7

Summary of Means, Standard Deviations and Correlations of Concluding Ratings of Instructional Science Objectives for Student Judgements (N=55) of Mastery and Program Contribution

	MASTERY RATING*		PROGRAM CONTRIBUTION RATING		
Objective	Mean	Standard Deviation	Mean	Standard Deviation	Correlation Between Mastery and Contribution
1	3.35	.73	2.71	.90	.27
2	3.02	.97	2.78	.88	.37
3	2.95	.93	2.76	1.01	.46
4	2.95	1.01	2.67	.92	.34
5	2.73	1.04	2.65	.87	.53
6	2.84	1.10	2.75	1.14	.47
7	3.13	.83	2.65	.99	.35
8	3.65	.62	3.56	.72	.66
9	3.68	.73	3.02	.92	.47
Total Average	3.12		2.82		.66

*Four point scale use, 4 = Complete Mastery or Contribution . . .
1 = Not Mastered or No Contribution

TABLE F8

Summary of Means, Standard Deviations and Correlations of Concluding Ratings of Instructional Social Science Objectives for Student Judgements (N=42) of Mastery and Program Contribution

	MASTERY RATING*		PROGRAM CONTRIBUTION RATING		
Objective	Mean	Standard Deviation	Mean	Standard Deviation	Correlation Between Mastery and Contribution
1	3.40	.77	3.36	.88	.50
2	3.48	.86	3.05	.96	.38
3	3.69	.78	3.00	.86	.37
4	3.36	.79	2.71	.81	.47
5	3.38	.99	3.05	1.08	.39
6	3.24	.76	2.98	1.00	.52
7	3.57	.63	3.22	.85	.41
8	2.46	1.20	2.20	1.09	.77
9	3.52	.67	3.37	.97	.39
10	3.81	.59	3.27	1.03	.32
11	3.88	.59	3.80	.78	.48
Total Average	3.43		3.05		.57

*Four point scale use, 4 = Complete Mastery or Contribution . . .
1 = Not Mastered or No Contribution

APPENDIX G

Summaries of Average Ratings by Instructors of Student Mastery of Instructional Objectives by Area

TABLE G1

Summary of Instructor Ratings* of Student Progress Toward Mastery of Instructional Objectives at Conclusion of Program for English, Foreign Language, Math, Science and Social Science

	ENGLISH		FOREIGN LANGUAGE		MATH		SCIENCE		SOCIAL SCIENCE	
Objective	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
1	4.23	.90	3.87	.96	3.53	1.10	4.22	.99	3.88	.75
2	3.92	1.00	4.19	.75	3.52	1.03	4.04	1.14	3.86	.76
3	3.93	1.06	4.13	.85	3.47	1.02	3.98	1.08	3.82	.86
4	4.11	.92	3.65	.98	3.40	1.01	3.98	1.08	3.80	.74
5	4.48	.83	4.06	.57	3.73	1.10	3.93	1.02	3.63	.78
6	4.34	.86	3.58	.85	3.07	.78	3.95	1.11	3.59	.79
7	4.34	.85	3.23	1.38	3.02	.72	4.38	.91	3.78	.74
8	4.32	.87	4.06	.63	2.97	.69	4.35	.89	3.80	.76
9	4.25	.87	3.00	1.15	2.92	.79	4.42	1.03	3.71	.68
10	4.72	.74	3.32	1.17					4.08	.67
11			2.97	1.05					3.92	.79

*1 = Very Little Progress, . . . 5 = Maximum Progress Toward Mastery

Note: See Tables 3, 4, 5, 7, and 8 for listing of instructional objectives involved.

TABLE G2

Summary of Instructor Ratings* of Student Progress Toward Mastery of Instructional Objectives at Conclusion of Program for Art, Drama & Music

	ART		DRAMA		MUSIC	
Objective	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
1	2.97	1.27	3.56	.51	3.60	.68
2	3.15	1.27	3.44	.51	3.75	.94
3	2.56	.91	3.33	.56	3.45	.85
4	3.03	1.37	3.70	.47	3.29	.86
5	2.87	1.32	3.15	.66	3.12	1.00
6	3.00	1.38	3.56	.93	3.48	.75
7	2.82	1.67	3.19	.79	3.95	.99
8	3.23	1.18	3.26	.53	3.37	.74
9	2.74	1.25	3.67	.55	3.58	.61
10	2.92	1.33	3.52	.58		
11	2.79	1.28	3.48	.51		
12	2.77	1.33	3.70	.47		
13	3.16	1.33	3.89	.51		
14	2.51	1.30	4.04	.52		
15	2.69	1.30	3.96	.34		
16	2.79	1.49	3.89	.42		
17	3.08	1.55	3.70	.54		
18	2.51	1.05	3.93	.55		
19	2.90	1.54	3.81	.18		
20	3.00	1.47	3.96	.59		

*1 = Very Little Progress, . . . 5 = Maximum Progress Toward Mastery

Note: See Tables 1, 2 and 6 for listing of instructional objectives involved.

APPENDIX H

Student Semantic Differential

ED 073150

TM 002 696

Governor's Honors Program

STUDENT SEMANTIC DIFFERENTIAL

Birthdate:_____
Month Date Year

Number of brothers and sisters:_____
(Total)

Sex: _____ _____
(M) (F)

What was your area of nomination?

___1. Art
___2. Drama
___3. English
___4. Foreign Language
___5. Mathematics
___6. Music
___7. Science
___8. Social Science
___9. Other (specify)_____

Date:_____

The purpose of this activity is to measure the meanings of certain concepts related to the Governor's Honors Program by asking you to judge them against a series of descriptive scales. On each page you will find a different concept in parenthesis to be judged and beneath it a set of scales. You are to rate each concept on each of these scales.

Here is how you are to use the scales:

If you feel a particular concept is very much like one end of the scale, you should place your check mark as follows:

PLEASANT X : : : : : : :UNPLEASANT
1 2 3 4 5 6 7

or

PLEASANT : : : : : : X :UNPLEASANT
1 2 3 4 5 6 7

If you feel a particular concept is quite closely like one or the other end of the scale (but not extremely), you should place your check mark as follows:

RUGGED : X : : : : : :DELICATE
1 2 3 4 5 6 7

or

RUGGED : : : : : X : :DELICATE
1 2 3 4 5 6 7

If you feel a particular concept is only slightly like one side as opposed to the other side (but is not really neutral), then you should check as follows:

SHARP ____:____:__X__:____:____:____:____: DULL
1 2 3 4 5 6 7

or

SHARP ____:____:____:____:__X__:____:____: DULL
1 2 3 4 5 6 7

If you consider the concept to be neutral on the scale (both sides of the scale equally associated with the concept) or if the scale is completely irrelevant (unrelated to the concept) then you should place your check mark in the middle space.

HAPPY ____:____:____:__X__:____:____:____: SAD
1 2 3 4 5 6 7

The direction toward which you check, of course, depends upon which of the two ends of the scale best describes your feeling about each concept.

Do not worry or puzzle over any one scale. It is your first impression, your immediate feeling about each concept that we want, On the other hand, please do not be careless, because we want your true impressions. Do not try to remember how you checked similar items earlier in the scale. MAKE EACH ITEM A SEPERATE AND INDEPENDENT JUDGEMENT.

Remember, you are judging the concept as you see it -- not what we think or what others think.

IMPORTANT: (1) Place your check marks in the middle of the spaces, not on the boundaries: this not this

____:____:__X__:____:____:____X____:
1 2 3 4 5 6 7

(2) BE SURE TO CHECK EVERY SCALE; DO NOT OMIT ANY.

(3) NEVER PUT MORE THAN ONE CHECK MARK ON A SINGLE SCALE.

(INDEPENDENT STUDY)

LARGE	1	2	3	4	5	6	7	SMALL
UNPLEASANT	1	2	3	4	5	6	7	PLEASANT
FAST	1	2	3	4	5	6	7	SLOW
DULL	1	2	3	4	5	6	7	SHARP
THIN	1	2	3	4	5	6	7	THICK
HAPPY	1	2	3	4	5	6	7	SAD
WEAK	1	2	3	4	5	6	7	STRONG
GOOD	1	2	3	4	5	6	7	BAD
MOVING	1	2	3	4	5	6	7	STILL
UNFAIR	1	2	3	4	5	6	7	FAIR
PASSIVE	1	2	3	4	5	6	7	ACTIVE
HEAVY	1	2	3	4	5	6	7	LIGHT

(GOVERNOR'S HONORS PROGRAM)

LARGE	1 : 2 : 3 : 4 : 5 : 6 : 7	SMALL
UNPLEASANT	1 : 2 : 3 : 4 : 5 : 6 : 7	PLEASANT
FAST	1 : 2 : 3 : 4 : 5 : 6 : 7	SLOW
DULL	1 : 2 : 3 : 4 : 5 : 6 : 7	SHARP
THIN	1 : 2 : 3 : 4 : 5 : 6 : 7	THICK
HAPPY	1 : 2 : 3 : 4 : 5 : 6 : 7	SAD
WEAK	1 : 2 : 3 : 4 : 5 : 6 : 7	STRONG
GOOD	1 : 2 : 3 : 4 : 5 : 6 : 7	BAD
MOVING	1 : 2 : 3 : 4 : 5 : 6 : 7	STILL
UNFAIR	1 : 2 : 3 : 4 : 5 : 6 : 7	FAIR
PASSIVE	1 : 2 : 3 : 4 : 5 : 6 : 7	ACTIVE
HEAVY	1 : 2 : 3 : 4 : 5 : 6 : 7	LIGHT

(LEARNING)

LARGE	1 : 2 : 3 : 4 : 5 : 6 : 7	SMALL
UNPLEASANT	1 : 2 : 3 : 4 : 5 : 6 : 7	PLEASANT
FAST	1 : 2 : 3 : 4 : 5 : 6 : 7	SLOW
DULL	1 : 2 : 3 : 4 : 5 : 6 : 7	SHARP
THIN	1 : 2 : 3 : 4 : 5 : 6 : 7	THICK
HAPPY	1 : 2 : 3 : 4 : 5 : 6 : 7	SAD
WEAK	1 : 2 : 3 : 4 : 5 : 6 : 7	STRONG
GOOD	1 : 2 : 3 : 4 : 5 : 6 : 7	BAD
MOVING	1 : 2 : 3 : 4 : 5 : 6 : 7	STILL
UNFAIR	1 : 2 : 3 : 4 : 5 : 6 : 7	FAIR
PASSIVE	1 : 2 : 3 : 4 : 5 : 6 : 7	ACTIVE
HEAVY	1 : 2 : 3 : 4 : 5 : 6 : 7	LIGHT

(GOVERNOR'S HONORS PROGRAM SEMINARS)

LARGE	1	2	3	4	5	6	7	SMALL
UNPLEASANT	1	2	3	4	5	6	7	PLEASANT
FAST	1	2	3	4	5	6	7	SLOW
DULL	1	2	3	4	5	6	7	SHARP
THIN	1	2	3	4	5	6	7	THICK
HAPPY	1	2	3	4	5	6	7	SAD
WEAK	1	2	3	4	5	6	7	STRONG
GOOD	1	2	3	4	5	6	7	BAD
MOVING	1	2	3	4	5	6	7	STILL
UNFAIR	1	2	3	4	5	6	7	FAIR
PASSIVE	1	2	3	4	5	6	7	ACTIVE
HEAVY	1	2	3	4	5	6	7	LIGHT

(ACADEMICALLY TALENTED STUDENT)

LARGE	1	2	3	4	5	6	7	SMALL
UNPLEASANT	1	2	3	4	5	6	7	PLEASANT
FAST	1	2	3	4	5	6	7	SLOW
DULL	1	2	3	4	5	6	7	SHARP
THIN	1	2	3	4	5	6	7	THICK
HAPPY	1	2	3	4	5	6	7	SAD
WEAK	1	2	3	4	5	6	7	STRONG
GOOD	1	2	3	4	5	6	7	BAD
MOVING	1	2	3	4	5	6	7	STILL
UNFAIR	1	2	3	4	5	6	7	FAIR
PASSIVE	1	2	3	4	5	6	7	ACTIVE
HEAVY	1	2	3	4	5	6	7	LIGHT

(ARTISTICALLY TALENTED STUDENT)

LARGE	1	2	3	4	5	6	7	SMALL
UNPLEASANT	1	2	3	4	5	6	7	PLEASANT
FAST	1	2	3	4	5	6	7	SLOW
DULL	1	2	3	4	5	6	7	SHARP
THIN	1	2	3	4	5	6	7	THICK
HAPPY	1	2	3	4	5	6	7	SAD
WEAK	1	2	3	4	5	6	7	STRONG
GOOD	1	2	3	4	5	6	7	BAD
MOVING	1	2	3	4	5	6	7	STILL
UNFAIR	1	2	3	4	5	6	7	FAIR
PASSIVE	1	2	3	4	5	6	7	ACTIVE
HEAVY	1	2	3	4	5	6	7	LIGHT

(DORMITORY LIVING)

LARGE	1	2	3	4	5	6	7	SMALL
UNPLEASANT	1	2	3	4	5	6	7	PLEASANT
FAST	1	2	3	4	5	6	7	SLOW
DULL	1	2	3	4	5	6	7	SHARP
THIN	1	2	3	4	5	6	7	THICK
HAPPY	1	2	3	4	5	6	7	SAD
WEAK	1	2	3	4	5	6	7	STRONG
GOOD	1	2	3	4	5	6	7	BAD
MOVING	1	2	3	4	5	6	7	STILL
UNFAIR	1	2	3	4	5	6	7	FAIR
PASSIVE	1	2	3	4	5	6	7	ACTIVE
HEAVY	1	2	3	4	5	6	7	LIGHT

(AUDIO-VISUAL MATERIALS)

LARGE	1	2	3	4	5	6	7	SMALL
UNPLEASANT	1	2	3	4	5	6	7	PLEASANT
FAST	1	2	3	4	5	6	7	SLOW
DULL	1	2	3	4	5	6	7	SHARP
THIN	1	2	3	4	5	6	7	THICK
HAPPY	1	2	3	4	5	6	7	SAD
WEAK	1	2	3	4	5	6	7	STRONG
GOOD	1	2	3	4	5	6	7	BAD
MOVING	1	2	3	4	5	6	7	STILL
UNFAIR	1	2	3	4	5	6	7	FAIR
PASSIVE	1	2	3	4	5	6	7	ACTIVE
HEAVY	1	2	3	4	5	6	7	LIGHT

(TEACHERS)

LARGE	1	2	3	4	5	6	7	SMALL
UNPLEASANT	1	2	3	4	5	6	7	PLEASANT
FAST	1	2	3	4	5	6	7	SLOW
DULL	1	2	3	4	5	6	7	SHARP
THIN	1	2	3	4	5	6	7	THICK
HAPPY	1	2	3	4	5	6	7	SAD
WEAK	1	2	3	4	5	6	7	STRONG
GOOD	1	2	3	4	5	6	7	BAD
MOVING	1	2	3	4	5	6	7	STILL
UNFAIR	1	2	3	4	5	6	7	FAIR
PASSIVE	1	2	3	4	5	6	7	ACTIVE
HEAVY	1	2	3	4	5	6	7	LIGHT

(TEXTBOOKS)

LARGE	1 : 2 : 3 : 4 : 5 : 6 : 7	SMALL
UNPLEASANT	1 : 2 : 3 : 4 : 5 : 6 : 7	PLEASANT
FAST	1 : 2 : 3 : 4 : 5 : 6 : 7	SLOW
DULL	1 : 2 : 3 : 4 : 5 : 6 : 7	SHARP
THIN	1 : 2 : 3 : 4 : 5 : 6 : 7	THICK
HAPPY	1 : 2 : 3 : 4 : 5 : 6 : 7	SAD
WEAK	1 : 2 : 3 : 4 : 5 : 6 : 7	STRONG
GOOD	1 : 2 : 3 : 4 : 5 : 6 : 7	BAD
MOVING	1 : 2 : 3 : 4 : 5 : 6 : 7	STILL
UNFAIR	1 : 2 : 3 : 4 : 5 : 6 : 7	FAIR
PASSIVE	1 : 2 : 3 : 4 : 5 : 6 : 7	ACTIVE
HEAVY	1 : 2 : 3 : 4 : 5 : 6 : 7	LIGHT

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APPENDIX I

Governor's Honors Program Instructor Follow-Up Questionnaire

GOVERNOR'S HONORS PROGRAM INSTRUCTOR FOLLOW-UP QUESTIONNAIRE

The Governor's Honors Program is a relatively high-cost project serving only a limited proportion of the high school students in the state of Georgia. For this reason the Governor and members of the State Department of Education are concerned that the program be maximally effective. Since you have participated in the program as a staff member, your opinion about the program would be most valuable in our current evaluation of the program and, in turn, to state officials in making decisions concerning the program. Your cooperation in filling out the questionnaire, making helpful suggestions, and returning it in the enclosed envelope will be greatly appreciated.

Sex: _____M _____F Years of Experience _____

1. What year(s) were you a staff member of the Governor's Honors Program. 19__

2. Check your teaching or specialization area.

___1. Art
___2. Drama
___3. English
___4. Foreign Language
___5. Mathematics
___6. Music
___7. Science
___8. Social Science
___9. Physical Education
__10. Counseling
__11. Other_____Area_____

Following is a list of factors which are important in effective operation of the Governor's Honors Program. You are asked to rate the program on each of the factors by checking one of the spaces at the right of each statement. Use what you would consider as the ideal program as a standard of excellence in making your ratings.

If the program was EXTREMELY POOR with respect to the factor, check space 1.
If the program was BELOW AVERAGE, with respect to the factor, check space 2.
If the program was ACCEPTABLE, with respect to the factor check space 3.
If the program was ABOVE AVERAGE, with respect to the factor, check space 4.
If the program was EXCELLENT, with respect to the factor, check space 5.

Following each rating is a space you might use to suggest changes related to the factor which you think would improve the program, or to describe various influences.

3. Value of overall objective of the program 1__2__3__4__5__

Suggested Changes:

4. Accomplishment of your own instructional objectives as a staff member 1__2__3__4__5__

Suggested Changes:

5. Suitability of the methods by which students are selected to participate in the program 1__2__3__4__5__

Suggested Changes:

Extremely Poor
Below Average
Acceptable
Above Average
Excellent

6. Suitability of your instructional methods for GHP students

1__2__3__4__5__

Suggested Changes:

7. Degree to which the program enabled you to make contributions to or initiate changes in your local school program

1__2__3__4__5__

Suggested Changes:

8. Contributions of program toward making a positive change in student attitude toward learning.

1__2__3__4__5__

Suggested Changes:

9. Suitability of facilities and equipment available for teaching GHP students.

1__2__3__4__5__

Suggested Changes:

10. Influence of facilities and equipment availability on effective teaching of GHP students

1__2__3__4__5__

Ratio of Influence:

Extremely Poor
Below Average
Acceptable
Above Average
Excellent

11. Influence of program on changes in your instructional methods during the program

1__2__3__4__5__

Ratio of Influence:

12. Your ability to maintain an ideal classroom atmosphere for GHP students

1__2__3__4__5__

Suggested Changes:

13. Influence of GHP on your local selection of subject matter content

1__2__3__4__5__

Suggested Changes:

14. Influence of program in making significant change in your instructional method upon returning to your local situation.

1__2__3__4__5__

Ratio of GHP Influence:

15. The effectiveness of the administration of the program

1__2__3__4__5__

Suggested Changes:

Extremely Poor
Below Average
Acceptable
Above Average
Excellent

16. The effectiveness of the organization of the program 1__2__3__4__5__

Suggested Changes:

17. The degree to which your experience as a GHP staff member influenced you to have a more positive attitude toward gifted students. 1__2__3__4__5__

Suggested Changes:

18. Usefulness of special events (speakers, concerts, etc) 1__2__3__4__5__

Suggested Changes:

19. Usefulness of the seminars 1__2__3__4__5__

Suggested Changes:

20. Opportunity for students to interact with each other 1__2__3__4__5__

Suggested Changes:

Extremely Poor
Below Average
Acceptable
Above Average
Excellent

21. Opportunity for students to interact with teachers

1__2__3__4__5__

Suggested Changes:

22. Student perception of overall value of GHP

1__2__3__4__5__

Reasons:

23. What two things do you think are most beneficial about the program?

24. What two things were least beneficial or in the greatest need of change with regard to the program?

Additional Comments: _____

_____

_____

_____

_____

APPENDIX J

Governor's Honors Program Participant End-of-Program Questionnaire

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GOVERNOR'S HONORS PROGRAM PARTICIPANT END-OF-PROGRAM QUESTIONNAIRE

The Governor's Honors Program is a relatively high-cost project serving a limited proportion of the high school students in the state of Georgia. For this reason the Governor, State Superintendent of Schools, GHP personnel, and members of the State Department of Education are concerned that the program be maximally effective. Since you are a participant in the program your opinion about the program would be most valuable in our current evaluation of the program, and in turn, to state officials in making decisions concerning the program. Your cooperation in filling out the questionnaire and responding to other instruments is greatly appreciated.

CG 00 598

Following is a list of factors which are important in the effective operation of the Governor's program. You are asked to rate the program on each of the factors by darkening the appropriate space on your separate answer sheet. Use what you would consider as the ideal program as a standard of excellence in making your ratings.

TM

If the program was EXTREMELY POOR with respect to the factor, darken space 1 on your answer sheet.

If the program was BELOW AVERAGE with respect to the factor, darken space 2 on your answer sheet.

If the program was ACCEPTABLE with respect to the factor, darken space 3 on your answer sheet.

If the program was ABOVE AVERAGE with respect to the factor, darken space 4 on your answer sheet.

If the program was EXCELLENT with respect to the factor, darken space 5 on your answer sheet.

If you desire to make a comment as to how the program might be improved with regard to the factor, make the comments on the questionnaire and not the asnwer sheet.

1. Suitability of the method or methods by which participants are selected

   Suggested changes (e.g., What criteria should be employed?)

2. Suitability of the instructional methods for GHP students

   Suggested changes:

3. Appropriateness of the administration of the program

   Suggested changes:

4. Appropriateness of the organization of the program

   Suggested changes:

5. Contributions the program made toward a positive change in your attitude toward learning.

   Nature of GHP Influence:

6. Helpfulness of the counseling program

   Suggested changes:

7. Effectiveness of the physical education program in teaching you games or other recreational activities which you did not have the opportunity to learn in your high school

   Suggested changes:

8. Usefulness of the seminars

   Suggested changes:

9. Usefulness of special events (speakers, concerts, etc.)

   Suggested changes:

10. Opportunity for interaction with other students

Suggested changes:

11. Oppertunity for interaction with teachers

Suggested changes:

12. Your overall rating of the program in terms of fulfilling your immediate educational needs

Suggested changes:

13. Degree to which the program objectives were in agreement with your personal objectives

Suggested changes:

14. Extent to which you mastered the objectives of the program

Suggested changes:

15. Extent to which the program contributed to your mastery of the program objectives

Suggested changes:

Answer questions 16 through 25 by darkening space 1 on your answer sheet if you think GHP is the correct answer; darkening space 2 if your regular school is the correct answer; or space 3 if there is no difference in GHP and your regular school in relation to the question.

16. Which holds the student more responsible for work?

17. In which do students try out their own ideas more?

18. In which is more time wasted?

19. Which has the more helpful counseling program

20. Which is more effectively organized?

21. Which has the more effective administration?

22. Which physical education program offers more worthwhile activities?

23. Which provides more master teachers with the highest ability to teach?

24. Which provides a greater opportunity for close contact with teachers?

25. Which provides a greater opportunity for close contact with students?

26. Which shows greater concern for students and their problems?

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APPENDIX K

Governor's Honors Program Participant Follow-Up Questionnaire

GOVERNOR'S HONORS PROGRAM PARTICIPANT FOLLOW-UP

QUESTIONNAIRE

The Governor's Honors Program is a relatively high-cost project serving a limited proportion of the high school students in the state of Georgia. For this reason the Governor, State Superintendent of Schools, GHP personnel, and members of the State Department of Education are concerned that the program be maximally effective. Since you are a former participant in the program, your opinion about the program would be most valuable in our current evaluation of the program and, in turn, to state officials in making decisions concerning the program. Your cooperation in filling out the questionnaire, making helpful suggestions, and returning it in the enclosed envelope will be greatly appreciated.

Sex: _____M _____F Age: _____

1. What year did you attend the Governor's Honors Program?

   19__

2. Check your area of nomination.

1. Art ___	5. Mathematics ___
2. Drama ___	6. Music ___
3. English ___	7. Science ___
4. Foreign Language ___	8. Social Science ___

3. Check the statement(s) which is(are) applicable to you

___01. I am still attending high school.

___02. I have been graduated from high school, but have not attended and do not plan to attend college.

___03. I attended college but did not obtain a bachelor's degree.

___04. I am currently attending college working toward a professional (bachelor's) degree.

___05. I am currently attending a non academic school or college working toward a technical profession.

___06. I currently hold a bachelor's degree.

___07. I currently hold a degree from a technical institution. Type of degree _____.

___08. I am currently pursuing a graduate degree. Type of degree_____.

___09. I currently hold a graduate degree. Type of degree_____.

___10. I am currently employed (full time). Type of work_____.

Following is a list of factors which are important in effective operation of the Governor's Program. You are asked to rate the program on each of the factors by checking one of the spaces at the right of each statement. Use what you would consider as the ideal program as a standard of excellence in making your ratings.

If the program was EXTREMELY POOR with respect to the factor, check space 1.
If the program was BELOW AVERAGE with respect to the factor, check space 2.
If the program was ACCEPTABLE with respect to the factor, check space 3.
If the program was ABOVE AVERAGE with respect to the factor, check space 4.
If the program was EXCELLENT with respect to the factor, check space 5.

Following each rating is space you might use to suggest changes related to the factor which you think would improve the program, or allow you to describe influences.

Extremely Poor
Below Average
Acceptable
Above Average
Excellent

4. The degree to which the program was beneficial in your subsequent academic course selection

   1__2__3__4__5__

   Describe Nature of GHP Influence:

5. The degree to which the program influenced your decision to attend college

   1__2__3__4__5__

   Describe Nature of GHP Influence:

6. The degree to which the program was beneficial in helping you choose a college major (Omit if you did not attend colleeg)

   1__2__3__4__5__

   Describe Nature of GHP Influence:

7. The degree to which the program was beneficial in helping you choose a vocation

   1__2__3__4__5__

   Describe Nature of GHP Influence:

8. Suitability of the method or methods by which participants were selected

   1__2__3__4__5__

   Suggested changes (e.g. what criteria should be employed.)

Extremely Poor
Below Average
Acceptable
Above Average
Excellent

9. Suitability of the instructional methods for GHP students 1__2__3__4__5__

   Suggested Changes:

10. Appropriateness of the administration of the program 1__2__3__4__5__

    Suggested Changes:

11. Influence which the program had on your ability to make contributions to or initiate changes in your local school program 1__2__3__4__5__

    Suggested changes in the program which would have enabled you to more effectively initiate changes in or make contributions to your local school program:

12. Contributions the program made toward a positive change in your attitude toward learning 1__2__3__4__5__

    Nature of GHP Influence:

13. Helpfulness of the counseling program 1__2__3__4__5__

    Suggested Changes:

Extremely Poor
Below Average
Acceptable
Above Average
Excellent

14. Effectiveness of the physical education program in teaching you games or other recreational activities which you did not have the opportunity to learn in your high school 1__2__3__4__5__

15. Suggested Changes:

15. Usefulness of the seminars 1__2__3__4__5__

Suggested Changes:

16. Usefulness of special events (speakers, concerts, etc.) 1__2__3__4__5__

Suggested Changes:

17. Opportunity for interaction with other students 1__2__3__4__5__

Suggested Changes:

18. Opportunity for interaction with teachers 1__2__3__4__5__

Suggested Changes:

Extremely Poor
Below Average
Acceptable
Above Average
Excellent

19. Your overall rating of the program in terms of fulfilling your immediate needs at the time you participated

1__2__3__4__5__

Suggested Changes:

20. Overall rating of the program in terms of fulfilling your ultimate goals

1__2__3__4__5__

Suggested Changes:

21. Degree to which the program objectives were in agreement with your personal objectives

1__2__3__4__5__

Suggested Changes:

22. Extent to which you mastered the objectives of the program

1__2__3__4__5__

Suggested Changes:

23. Extent to which the program contributed to your mastery of the program objectives

1__2__3__4__5__

Suggested Changes:

24. What two things were most beneficial about the program?

25. What two things were least beneficial or in the greatest need of change with regard to the program?

26. What Honors, Awards, Scholarships, Fellowship Grants, or Special Recognitions have you received since you were a GHP participant?

Additional Comments: _____

_____

_____

_____

_____